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ABSTRACT

The comprehensive vocational guidance program in Rockford, Illinois, included a career awareness curriculum at the elementary level, personality and interest exploration for the middle schools, and utilization of a career planning data retrieval system at the high school level. The third party evaluation utilized information from eight population groups to determine the various groups' degrees of awareness of the project goals, perceptions of effectiveness in meeting those goals, and involvement in project activities. Of the groups surveyed, elementary teachers and counselors were found to be receptive to career education and guidance programs. The parent group indicated support for the program but was found to be relatively uninformed about the total project. Appendixes, which comprise more than half of the document, contain: (1) four different career education elementary teacher opinionnaires; (2) tabulated results of the student evaluations of the Computerized Vocational Information system (CVIS) with percentages indicating the proportion of student responses by school and grade level; (3) survey instruments used with parents and senior high school counselors; (4) interview guides used with elementary, middle school, and high school principals and the central administration; (5) the suggested scope and sequence for the elementary phase; and (6) the CVIS occupational information script. (NJ)

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ED122118

Final Report
of
Comprehensive Career Planning System

Exemplary project in vocational education conducted by
Rockford, Illinois Board of Education under Part D of Public Law 90-576.

Project No. (V261002A) F5002VW
Grant No. IEG-0-72-0915

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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ROCKFORD PUBLIC SCHOOLS
ROCKFORD, ILLINOIS

CE007059

FINAL REPORT

Project No. (V261002A) F5002VW

Grant or Contract No. IEG-0-72-0915

COMPREHENSIVE CAREER PLANNING SYSTEM

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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SECTION A

SUMMARY OF THE FINAL REPORT

I. Time period covered by this final report:

From: March 1, 1972 To: May 30, 1975

II. Goals and objectives:

Rockford, the second largest school district in the State of Illinois, recognized its lack of a comprehensive career education program. As a result, Rockford students were not being afforded the direction available through techniques of career exploration. Already existent within the state were several on-going career exploration programs. This project was designed to bring together these separately developed programs into a coordinated approach to career planning utilizing proven methods.

A. The goals of this project are:

1. To expose the students to the importance of coordinating curriculum plans with career objectives.
2. To promote total community involvement in the exposure to and planning of careers.
3. To offer a wide range of occupational choices to students and also provide the information necessary to pursue any choice.

B. The objectives are:

1. To develop an elementary career exploration program such as the "ABLE Model Program".
    a. To create curriculum units which place emphasis on the relationship of normal reading, writing and arithmetic skills to various occupations.

    b. To utilize community resources to demonstrate the relationship of curriculum skills with occupational performance.
    c. To use textbooks, audio visual aids and other instructional materials in implenting the curriculum.
    d. To provide in-service training programs to acquaint the classroom teacher with the elements of the program necessary for its implementation.

2. To secure community involvement in the Career Exploration Program at the elementary level. The effect of this program will be to bring the world of work to the elementary schools.
3. To implement Project CVIS in grades seven through twelve in order to develop a sequential vocational exploration capability. This terminal oriented computer system gives students the opportunity to explore career goals, academic and training requirements, and job opportunities.
4. To develop a computerized school student record information base for use in the kindergarten-through-twelfth grade.

III. Procedures followed:

A career education coordinator for the project was selected. A lay advisory committee was established. Technical training for the data processing staff was given in order to install the terminal oriented computer system. The necessary programming was completed to convert to a teleprocessing system. The Career Education Coordinator was oriented as to the nature of localizing the DVIS scripts. The model project schools were selected; eight elementary schools, four middle schools, two senior high schools, and the Rockford Area Vocational Center.

Cathode-ray terminals were installed, tested, and made operational in the project middle schools, high schools, and the Area Vocational Center. The number of terminals reaching a total to twenty-one. In-service training was given to the guidance staffs in the middle and high schools. The CVIS scripts were localized by having all references relate to local addresses and persons.

Goals and objectives were developed for the elementary phase. Staffs and administrators of the project elementary schools visited the Project ABLE demonstration site in Maywood, Illinois. A two-week summer workshop and a seventeen-week once a week workshop were conducted for the staff members of the project elementary schools.

A teacher's guide was developed by the elementary teachers.

IV. Evaluation

The evaluation, conducted by The Center for Studies in Vocational and Technical Education, University of Wisconsin, Madison, utilized information gathered from eight different population groups in Rockford. The purpose of the data collected was to determine the various groups' degree of awareness of the project's goals, involvement in project activities, and the various groups' perceptions of the project's effectiveness in meeting these goals. The groups surveyed included three groups of elementary teachers, high school students, parents, high school counselors, principals, and central administration personnel.

Elementary teachers demonstrated a supportive reception for career education. Little difficulty was found in the establishment of self-awareness, career exploration, and career planning to the elementary curriculum. The in-service workshop proved to be an effective component of a career planning system.

The evidence from parent data indicates this group was not well informed about the total project; however, the data did indicate support for the goals and expected benefits of a Comprehensive Career Planning System.

Counselors were found to be receptive to career education and career guidance programs. They need to be more directly involved in a career planning system in order to utilize this support.

V. Recommendations:

Recommendation 1.

The enthusiasm and support for career education among elementary staff members should be communicated and transported to other elementary teachers who are, at present, minimumly involved in career education.

Recommendation 2.

Additional summer workshops and career education courses should be offered to staff members for the purpose of developing additional techniques to promote career development in the curriculum.

Recommendation 3

Additional in-service activities should be devoted towards counselors at the junior and senior high school levels.

Recommendation 4

Future career education and career planning thrusts should be more directly focused on the classroom teacher.

Recommendation 5

Additional coordination of career education activities should be developed for grades K-12.

Recommendation 6.

Parents of Rockford students, on the elementary, middle and high school levels, should become more actively involved in implementing career education activities into the Rockford school system.

Recommendation 7.

The CVIS system now operating in all of Rockford's high schools should be reexamined in terms of deciding better administrative and counselor techniques to be utilized to assure maximum benefit to students.

Recommendation 8.

The Rockford Board of Education, upon recommendation of the Superintendent, should issue for the public record a district position paper on career education stating its view of the concept in Rockford and determining long range goals, if any, for the Rockford Public Schools.

SECTION B

FINAL REPORT

I. The Problem:

The original proposal defined the problem as follows:

"In September of 1971, the Rockford Area Vocational Center opened its doors to students for the first time. The planning for this facility was several years in process. As the time drew closer to the opening of the Center, the recognition of a major weakness in the total school system was brought to light. Students were not being provided the proper orientation to evaluate the prospects of vocational education. While approximately 80% of the high school graduates were enrolled in college preparatory curriculum,less than 15% of these graduates actually continued in higher education and received a bachelor's degree. In analyzing this problem, the administrative and guidance staffs concluded that our district lacked a coordinated approach to guidance counseling and career planning at the elementary, middle, and high school levels.

"Once the problem had been clearly identified, a review of career planning programs in the nation was made. After extensive evaluation and faculty review, it was apparent that there were career education programs which would be desirable to incorporate into a coordinated comprehensive career planning system. The project proposed was designed to develop a comprehensive approach to career planning utilizing proven programs, all of which could equal a comprehensive career program."

II. Goals and objectives:

With the above stated problem in mind, the following goals and objectives were established:

A. GOALS

1. To expose the students to the importance of coordinating curriculum plans with career objectives.
2. To promote total community involvement in the exposure to and planning of careers.
3. To offer a wide range of occupational choices to students, and also provide the information necessary to pursue any choice.

B. OBJECTIVES

1. To develop an elementary career exploration program such as the "ABLE Model Program".
    a. Curriculum Development
        (1) To create curriculum units which place emphasis on the relationship of normal reading, writing, and arithmetic skills to various occupations.
        (2) To utilize community resources to demonstrate the relation of curriculum skills with occupational performance.
        (3) To use textbooks, audio visual aids and other instructional materials in implementing the curriculum.
        (4) To provide in-service training programs to acquaint the classroom teacher with the elements of the program necessary for its implementation.

b. To secure community involvement in the Career Exploration Program at the elementary level. The effect of this program will be to bring the world of work to the elementary schools.

2. To implement Project CVIS in grades seven through twelve in order to develop a sequential vocational exploration capability. This provides additional continuity in the career exploration program. This terminal oriented computer system gives students the opportunity to explore career goals, academic and training requirements and job opportunities.

3. To develop a computerized student record information base for use in the kindergarten through twelfth grade.

III. Procedures

a. Select the Career Education Coordinator

b. Create the Professional and Lay Career Education Advisory Committee.

c. Provide technical training required for data processing staff to install the terminal oriented computer system.

d. Do the systems and programming work necessary for the installation of the computer system.

e. Orientate the Career Education Coordinator to the essential elements of Elementary Career Exploration Programs and the CVIS Project.

f. Utilize project directors from Elementary Career Exploration Programs and the CVIS Projects in the planning and implementation of each program.

g. Select the model schools:
    (1) Rockford Area Vocational Center
    (2) Two senior high Schools
    (3) Four middle schools
    (4) Eight elementary schools

h. Install the computer and initial terminal station.
i. Test the CVIS system technically.
j. Conduct in-service training program for the guidance staffs of the model secondary schools.
k. Collect student records required for CVIS Program.
l. Adapt CVIS scripts to Rockford oriented versions.
m. Install terminals in model secondary schools.
n. Develop specific goals and objectives of the Elementary Career Exploration System.
o. Conduct in-service training sessions for the elementary staff members to acquaint them with Project ABLE.
p. Implement Project ABLE in the project elementary schools.

After reviewing the existent programs developed within the state, Project ABLE at Northern Illinois University and Project CVIS at Willowbrook High School, Villa Park, Illinois were selected as the on-going projects to be brought together in this project to provide the vehicles to constitute the Comprehensive Career Planning System.

The purpose of the design of the Comprehensive Career Planning System was to enhance the overall vocational guidance program of the school district. This to be accomplished by involving a career awareness curriculum at the elementary level, personality and interest area exploration at the middle school, and the utilization of a comprehensive career planning data retrieval program at the high school level.

Project ABLE (Authentic, Basic, Life-centered Education) places its primary emphasis upon the world of work as an organizing center for the curriculum. The focus is upon creating a theory of practice whereby teachers begin with significant content drawn from life activities. With this relevant content, the teachers create and manage instructional support activities and systems. These systems will then relate people-oriented work activities with skills, facts, and attitudes.

Project CVIS (Computerized Vocational Information System) uses cathode-ray terminals in conjunction with a computer to provide a one-to-one conversational mode interaction by an individual student with a variety of informational data bases stored in the computer.

Project CVIS had already attained these goals at Willowbrook High School.

a. To use the computer as a tool to assist students in the exploration of a wide range of occupations.

b. To teach decision-making processes.

c. To develop a system which would be innovative enough to capture student interest.

d. To save human counselor time by assigning information giving functions to the computer.

Project CVIS demonstrated dramatically new techniques in the field of vocational guidance counseling at the secondary level. As a by-product, the CVIS program also produces the necessary student records, registration procedures, and accumulative records keeping required for the administration of a secondary school.

IV. Results and Accomplishments

Orientation of the Career Education Coordinator to Essential Elements of the CVIS Project

The Coordinator came to this project with some exposure to the use of computers in the business world. His work in a land surveying and professional engineering firm with on-line usage of a remote terminal link with a computer service provided this experience.

The Coordinator also attended the management computer concepts course for one week given by the IBM Corporation in Chicago, Illinois.

Selection of the Advisory Committee

The committee selected includes the following people:

Director of Industrial and Business Affairs,
Rockford Chamber of Commerce

Manager of the Illinois State Employment Service

IBM Corporation Representative

Director (local level) of U. S. Department of Labor,
Bureau of Apprenticeships

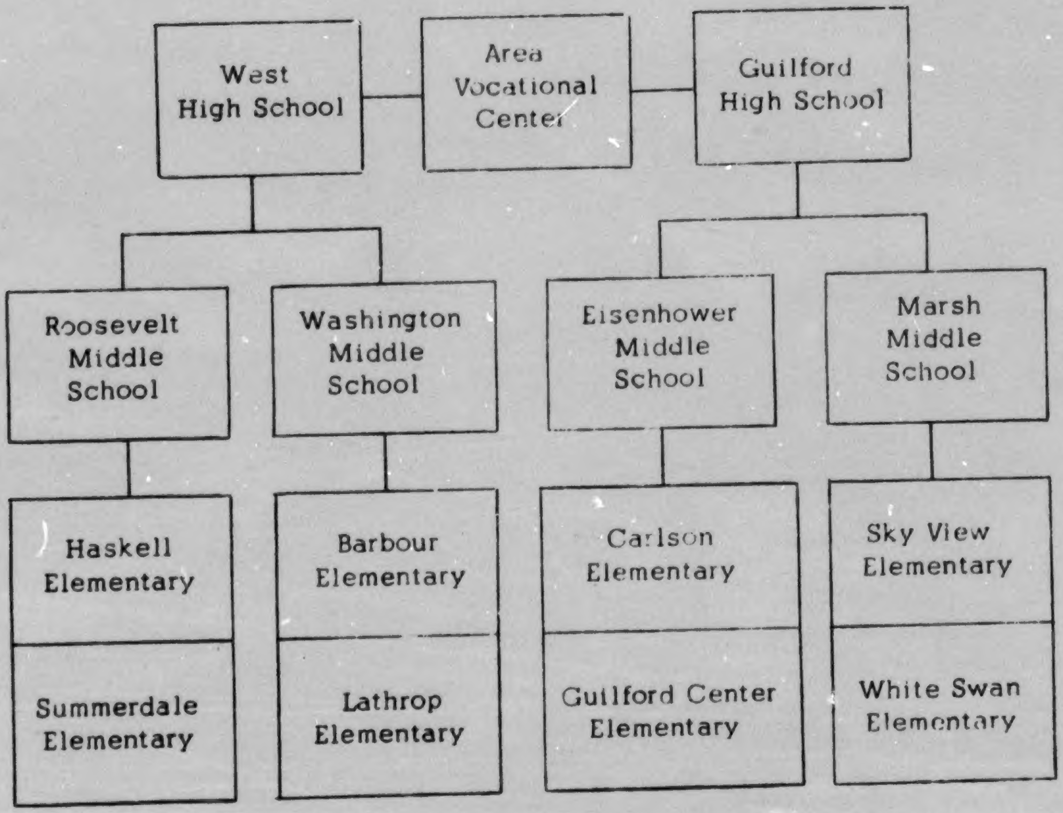
Representative, U. S. Air Force

The committee size was controlled so that size alone would not be a handicap to effectiveness. The members selected represent a broad spectrum of the community and have access to input from many supportive agencies.

Selection of the Model Schools

The original proposal called for the model schools to include the Rockford Area Vocational Center, two high schools, three to four middle schools, and six to eight elementary schools.

SYSTEM OF MODEL SCHOOLS


West High School
Area Vocational Center
Guilford High School
Roosevelt Middle School
Washington Middle School
Eisenhower Middle School
Marsh Middle School
Haskell Elementary
Summerdale Elementary
Barbour Elementary
Lathrop Elementary
Carlson Elementary
Guilford Center Elementary
Sky View Elementary
White Swan Elementary

The foregoing illustraion shows the relationships of the model schools. All the parameters of background of students and teachers, average daily attendance rate, student enrollment, existing vocational programs, drop-out rate, availability of other avenues of education, income levels in the school area, and provisions for educating disadvantaged students were considered in the selection of these schools. All these factors were used to identify heterogenous groupings. However, the pyramid relationship of one school to another also affected the choice process.

The high schools were selected first because of the immediate need to get remote data retrieval terminal installation information with as much lead time as possible. Order data must precede the delivery dates by at least six to nine months. The high schools selected represent as diverse a student body as is possible and still be within the consideration of the pyramid relationships. Because of the more technical nature of the hardware to be used at the high school level, some consideration was also given to the degree of sophistication and familiarization that each of the guidance and administrative staffs had with data processing, and the amount of computer services utilized prior to this project.

HIGH SCHOOL PHASE

Installation and Technical Testing of the CVIS System

The initial installation of terminals included two cathode ray tubes and one printer in the administration building office. Initial testing of the CVIS System involved installation of the original Willowbrook package with only the minimum modification necessary for implementation on the Rockford hardware configuration.

As the technical and educational personnel became more familiar with the system, it became apparent that a full scale implementation of the 'as is' Willowbrook system would eventually hinder expansion for the purpose of additional terminal sites as well as additional student materials.

It was determined that the majority of the system, both programs and scripts, would be rewritten in order to better coordinate the area's needs and resources. As a result of these major modifications, all personnel involved gained valuable insight into the operation and utilization of the system as a whole. The final result was a system that could be easily expanded or modified with minimal orientation of those involved.

In Service Training Program for the Guidance Staffs of the Model

Secondary Schools

Training sessions were conducted for the total guidance staffs of the two high schools involved in the project. There are seven counselors at West High School and seven counselors at Guilford High School. Included in these training sessions were the counselor secretaries from each of the high schools involved.

The training sessions consisted of two, one-half day sessions conducted at the Area Vocational Center. The Area Vocational Center was utilized because the first remote terminals were at this location and were in operation at the time of the training sessions. A secondary purpose for utilizing the Area Vocational Center as the training site was to build greater rapport between the guidance staffs and Vocational Center staff.

The training sessions were conducted by the Career Education Coordinator and the Project Programmer from the Date Processing Department. In these sessions, the counselors and counselor secretaries were introduced to the broad scope of the entire project. They were also given an introduction to the CVIS Project which had been initialized at Willowbrook High School. The technical aspects of introducing this equipment to each school, and the problems involved in revising the scripts were explained. A major portion of the time was spent in giving the counselors individual hands-on experience with the terminals. This served to introduce them to the manual features of the equipment and also to the scripts which were operational at that time.

In each high school, one person on the guidance staff was identified as the resource person for that building and the CVIS Project. This counselor serves as the person responsible for the Computerized Vocational Information System in his building. This person also serves to disseminate information coming from the Career Education Coordinator as well as to function as the central person in that building to channel information back from the building staff to the Career Education Coordinator.

Adaptation of CVIS Scripts to Rockford Orientated Versions

Because of the decision to revise both the original CVIS Driving Program and the Willowbrook scripts, quite a bit of additional time was necessary for this portion of the project. However, in retrospect, this proved to be a wise decision. Had the original package been used in an 'as is' condition, many more problems would have developed as the addition of more remote terminals were made and as newer scripts were added. But, because the original program was revised, each additional installation of new terminals was installed with a minimum amount of problems and each revised and new script has been added with little or no difficulty. This increased the degree of credibility we have with the staffs in the pilot schools. They expect and receive a high degree of accuracy in the product they are looking at, and it is done with a minimum amount of problems. This also give the Career Education Coordinator a greater amount of time to work on revising the original scripts so that the present scripts in operation are free from defects and are very pertinent to our local situation. In addition, we are able to make corrections and changes as we receive requests from the staff because the original amount of work is now past, and we are free to consider their requests without being hampered by an overload of work in producing revised scripts.

In revising and updating these scripts for local use, an attempt was made to secure the best and most competent outside resource personnel to aid in the input of information relative to each script. For example, in the apprenticeship script, we secured the services of Mr. John Gavin, Bureau of Apprenticeships, U. S. Department of Labor, who provided us with the most recent and current information relative to the apprenticeship program in the Rockford area. Because of the information he was able to supply, we not only have all the apprenticeships available in the Rockford city area, but apprenticeships available in some of the surrounding communities, so that students who attend the Rockford Area Vocational Center from the outlying schools within a thirty mile radius are given the opportunity to investigate apprenticeships in communities close to their schools.

In Military Information Script, we were aided by representatives from each of the military branches having recruiting offices in our community. Several sessions were spent with them individually and collectively in updating and upgrading the information on this script so that it now contains the latest information. The Director of the Selective Service Office for our region was involved in developing the script, so the information pertaining to that area is also most current available.

In each of the scripts produced, we have attempted to go to the best source of information that is available on the local level to secure help and advice. Our school district is a member in the consortium of CVIS users on a national level. Through this consortium, we are provided the means of updating, on alternate years, the occupational information and job descriptions in the occupational script, and the college information on the college scripts. This gives us the best and most current information in these two areas. Because of our ability to update any of the scripts directly from a terminal on-line process, we can incorporate the very latest information as it comes to us.

In the summer of the second and third project years, all the scripts for the Computerized Vocational Information System were reviewed for needed up-date factors.

Mr. John Gavin, the local representative from the U. S. Department of Labor, Bureau of Apprenticeships, reviewed the Apprenticeship Script and provided the current data needed to up-date that script.

The Military Information Script was completely re-written with the help of local representatives from the Army, Navy, Naval Reserve, Air Force and Marine recruiting stations meeting with the Project Coordinator. The local Director of Selective Service met with the coordinator to revise the selective service portion of the script so as to conform with the current government policies.

The Area Vocational Center Script was reviewed by each staff member concerned for yearly program changes. New courses being added to the Vocational Center curriculum were also added to that script so that students would have the most current information available.

The Occupational Information Script is up-dated through the purchase of tapes supplied by the J. C. Ferguson Publishing Company through the CVIS Consortium. This new information brings all the 400 job descriptions up-to-date with the latest information obtainable.

Information for the colleges was obtained in the same manner. The CVIS Consortium contracted with the American College Testing Corporation to provide consortium members with the latest data they collect. We purchased this tape of information through the consortium and now have the most current college information available.

In addition to reviewing the seven current scripts, work began on three new ones. These include a Rock Valley Script (the local community college), and a Trade and Technical School Script which was developed by the Project Coordinator. The Rock Valley Community College Script was developed by selected members of the college staff. A proposal for such a script was presented to the Rock Valley College President's Council. The proposal was accepted and the Dean of Personnel Services was given the responsibility of coordinating the efforts of the Dean of the Vocational and Technical Division, the Director of Counseling Services, and the Director of Admissions in producing this script. The Project Coordinator and the Project Programmer conducted two workshops for these staff members in the process of producing a script for a tele-processing terminal. The product of their efforts is a script which is included for student use in all the high school and Area Vocational Center terminals.

Upon completion of these scripts, the Computerized Vocational Information System offers the student a means whereby he can explore occupations and the training path for any occupation.

Inclusion of All Public High Schools with CVIS

During the summer of 1973 all the IBM 2260 terminals in Guilford High School, West High School and the Area Vocational Center were replaced by IBM 3270 cathode ray terminals. The installation of the newer type terminals required a re-write of the Computer Driving Program which was also accomplished during the summer of 1973. Another site nearby in the Chicago suburban area had completed a simular conversion so their expertise was utilized in preparing our conversion.

At this time a decision was made to eliminate the on-line printers at each of the above locations. Two reasons weighed heavily in this decision. First, the amount of student usage of these printers did not justify the monthly cost for each installation. Also, students were discovering that it was possible to get the printer to type student originated messages which was causing some problems for those in charge of overseeing the maintenance of proper machine usage.

After discussing the issue with the staffs involved, it was decided that the program could be re-written so as to still provide hard copy but do it on the central high-speed printer located in the administration building. The two items most frequently requested on the printer are the 400 long job descriptions and the college information sheets provided for each of 1600 colleges. The program was re-written so the student makes his request on the terminal. The requests are stored daily and each night the night computer operator in the central computer location "dumps" these requests and has them all printed in a matter of a few minutes. Each request is sorted by school and then by individual student. The hard copy print-outs are delivered to each school the following morning by Board of Education delivery trucks so there is a one day turn around on each request. This procedure has proved effective and has not seemingly decreased the number of requests.

Second, the need to include all the public high schools in the project became more and more apparent as the project progressed. Even if the representation of the project in the three additional public high schools was to be less than that in the original project high schools, it was seen to be advantageous in that the staffs would be participating at somewhat the same level in knowledge and preparedness. This would reduce the amount of work necessary to introduce the Comprehensive Career Planning System at a later date. Also, the introduction of a student record information base to the project realistically requires us to include the information base for the whole system rather than try to operate one for the exclusive use of the defined project schools.

The computerized student record information base is a new concept to our system. It required a substantial amount of work and numerous administrative decisions to change from the present manual system to a computerized on-line teleprocessing system. A natural point of entry to a conversion of this type is at the high school level. Quantities and types of material are already available at this level and merely need converting to computerization so as to be available via the teleprocessing system. Cathode ray tubes become a vital link so their installation at all high schools at the earliest possible time became a prime consideration.

With the dollar savings effected by the removal of the remote printers and some reduced costs for vendor services and equipment, we were able to install a single IBM 3270 cathode ray terminal in each of the remaining public high schools in the Rockford Public School System. These schools are Auburn, East, and Jefferson. The terminals were placed in the guidance offices in each location and are supervised by the counselor secretary. Student usage of the Computerized Vocational Information System (CVIS) has been very good since the installation of the terminals.

Rockford Area Workforce Survey

As time and efforts in the high school phase of the project moved along it became apparent that very little information about local jobs and job availability was available locally in usable form. We found it difficult to secure the help we needed to write this information into a script information from a single source agency such as we had done previously in other scripts.

As a result of our consulting with several agencies, the Chamber of Commerce called together a committee of representatives from the chamber, public school system, the community college, the regional education service office, and the local medical school. Out of this gathering, a comprehensive workforce survey of the area was initiated. As of this writing the survey is not complete but the ground work has been laid. Our interest in this project has been in the type of information gathered and the format of delivering this information to students. Toward that end, we were primarily involved in the design of the survey instrument. The instrument is a single sheet which can be "read" on both sides by a mark sense scanner. This format will give us the ability to present to the respondents the most simplified instrument possible and at the same time have the ability to handle and collate the gathered information in the most expedient manner.

The data gathered in this survey will be translated into a conversational type script for high school students to access through the CVIS terminals. At the same time suitable programs will be written so computer print-outs of the data can be made for agencies and surrounding schools not having cathode ray terminals. This will allow for the greatest possible spread of dissemination of the information. The following are the categories of information being gathered:

- Name and address of establishment
- Category and type of activity of establishment
- Number of full-time employees
- Are high school students employed by company?
- Are there Cooperative Work Training Programs?
- Job classifications within establishment
    - Type of job (full-time, part-time, etc.)
    - Number of employees within classification
    - Minimum level of training preferred
    - Minimum experience required
    - Employment outlook
    - Labor supply

Store Front Dropout Student Script

The Rockford Public Schools support a central city, store front school for students who have dropped out of the regular high school programs. This effort has been highly successful and about 150 to 200 students are served each year through this facility. The course work is individualized and each student progresses at his own pace.

The Director of the Store Front School and the Coordinator of this project have collaborated in writing and producing a packet of instructional materials which a student utilizes in an exploration of careers. One phase of this exploration requires the student to come to the Central Administration Building to use a cathode ray terminal in the search for occupational information. The Career Education Coordinator has written a special script for these students using appropriate segments of several existing scripts. This gives each of these students access to a search program on occupations utilizing the best aspects of CVIS.

MIDDLE SCHOOL PHASE

During the fall school term of 1973, four terminals were installed in the project middle schools one each in Eisenhower, Marsh, Roosevelt, and Washington. The principals of each of these schools were called together for a workshop early in the second project year. At this time a terminal was demonstrated and a tentative middle school script was reviewed. A request was made to identify a person from the guidance staff in each school to act as liaison for the project. This was accomplished.

During the summer of the second project year, the Project Coordinator wrote the script for the middle school students. The computer terminal in each location is augmented by an audio-visual machine which uses combination 16 mm. loop films and cassette tape cartridges.

The purpose of the middle school program is to provide the student with self-awareness, career awareness, and a method for bridging the two. The theory of John Holland is utilized. Holland's theory uses six personality types and six work environments: Reality (Technical and Applied Science), Social, Enterprising (Promotional), Investigative (Scientific), Artistic, and Conventional (Organizational). Individuals and occupations are combinations of these categories.

The middle school program is divided into three phases with visual materials after Phase I and again after Phase II.

Phase I - What Am I Like?

The student responds to 24 multiple-choice items at the terminal. Each student response is related to one of the six Holland categories. This phase ends by suggesting clusters of occupations for exploration in priority order. In order to have a specifice cluster recommended for high priority exploration, a student must respond to a significant number of items in a way which relates to a specific cluster.

Visuals I - The student is encouraged by the computer program to use the LaBelle Sentinel projector to look at visual materials which illustrate the kind of interests and abilities that 7th and 8th graders would possess if they were interested in each of the six work environments. The student is encouraged to look at the visual presentations in the priority order suggested by the computer at the end of Phase I.

Phase II - How Well Do I Approximate the "Ideal" Worker?

The student is given the capability to look at the "ideal" characteristics of workers in each of the six environments and to compare his own characteristics (from his response to Phase I items) to those of workers in any or all of the environments. The student is invited to choose work areas for further exploration.

Visuals II - At this point the student may use the Sentinel projector and any or all of the six sets of audio-visual materials about specific adult occupations in each of the six categories. The audio-visual material shows typical job duties and work settings for a number of specific occupations in each cluster.

Phase III - What Are My Next Steps?

The student is asked to identify those occupations (by specific title) which appeal to him from use of the visual material. He is then presented with information about the amount of training needed for that occupation.

The framework for the middle school script came from the original CVIS project at Willowbrook High School in Villa Park, Illinois. The visuals used consist of twelve Compak Cartridges (accepted in a LaBelle Sentinal audio-visual devise), also developed by the original CVIS project. The Director of Audio-Visual for the Rockford Public Schools indicates it is possible to produce our own cartridges which would allow our staff and students to localize the visuals and tapes. It would also permit the production of tapes and visuals produced by business and industry at the local level.

During the first year of testing CVIS in the middle schools, some concern was expressed by staff as to the reading level of the middle school script. As a result, the script has now been re-written so it approaches a fifth grade reading level. Once student record information is complete and available to interface with the CVIS Program, it will be possible to identify the reading level range of the student sitting at a terminal by his student serial number. Then the appropriate reading level script can be presented to the student on the terminal.

The revised script is also available in paper and pencil form so the 24-question inventory can be administered to large groups. This permits class sections doing career exploration to quickly determine the work area profile for each student.

Having only one terminal available in the middle schools has presented some problems especially in the schools with larger enrollments. The paper and pencil version of the inventory helps to aleviate this problem.

ELEMENTARY SCHOOL PHASE

Early in the second project year the eight principals from the project elementary schools met with the Career Education Coordinator, the Director of Elementary Education, and Mr. Randall Larson, the appointed Director of the Elementary Summer Workshop in Career Education.

At this meeting it was decided to select three teachers from each school to become lead teachers for career education. Before school terminated in June, these teachers were to be exposed to Project ABLE, the elementary career education project developed by Dr. W. Wernick at Northern Illinois University.

The teachers and princials from the eight project elementary schools in Rockford visited the Project ABLE Demonstration Center in Maywood, Illinois. The principals and teachers saw live classroom demonstrations of career education being used in two elementary schools. Several grade levels using differing techniques were viewed.

Dr. Walter Wernick, Director of Project ABLE, spoke to the principals and lead teachers of the eight project elementary schools in a released-time, one-half day workshop on career education. At this time the theory and ideas behind Project ABLE were explained in much greater detail.

Project ABLE (Authentic, Basic, Life-Centered, Education), focuses on the world of work as an organizing center for the curriculum of the elementary school. Adult resources, persons in their occupations, become vehicles for the regular instructional program. The working adult can be a teacher directed organizing center for instruction of many of the usual academic skills. In this way the curriculum organized around the world of work contributes to the career development of the student. The goal of developing attitudes towards life careers leads to teacher arranged activities such that the students can uncover and discuss their needs, interests, and abilities. The interviewing process is a very important element and can be taught to even very young children. Interviewing is but one of the communication skills, but it does lend itself to direct contact with adults. The content of the information gathered through the interview is then used for further career exploration and in academic pursuits.

In the summer of 1973, Mr. Randall Larson conducted a two-week workshop for teachers and administrators of the eight elementary schools in the project. As a part of this workshop, a "Career Education Guide" was developed for the Rockford Elementary Schools.

After school started in the fall of 1973, four additional one-half day workshops for the project school elementary were conducted during October and November. Activities during these workshops included the following: selection of one-hundred dollars worth of commercial career education materials for each project school, the development of goals for the elementary phase of the project, and the development of criteria for effective units by age level.

In the spring of 1974 a seventeen-week career education workshop was conducted once a week for two hours per session. The participants were the selected teachers from the nine pilot elementary schools. Twenty-five of a possible twenty-seven teachers were enrolled. Topics in the workshop included the following: project review, resources outside the classroom, basic models, analysis of present curriculum, communication, special needs of special populations, implementation, evaluation, production of manual, and dynamics of staff involvement.

A slide/tape presentation was produced during this workshop. The purpose of this presentation was to present Career Education to other staff members within each of the pilot schools. The presentation becomes one of the tools to be used by the selected teachers in expanding the career education concept within their own schools. The presentation was produced entirely by the local participants.

In the fall of 1974 another seventeen-week career education workshop was conducted. The twenty-six participants were elementary teachers not already involved in the project. These teachers were introduced to the Concepts of Career Education and became acquainted with Project ABLE and its methods of bringing career education into the classroom. Each teacher submitted a final paper which consisted of a teaching unit in any subject matter area written with a career education emphasis.

Elementary Principals' Committee on Career Education

This committee was formed under the direction of the Assistant Superintendent for Elementary Education. The committee consists of seven elementary school principals who volunteered to serve. The committee meets once a month and has become a prime source to expedite career education in the elementary schools. Through the Director of Curriculum, this committee will become the guiding force behind articulating the elementary program upward to the middle schools so the continuity of effort remains intact.

Project SOURCE

SOURCE (Service of Uncovering Resources in the Community for Education) has been an integral part of this project from the beginning. SOURCE was actually developed by the American Association of University Women and is presently co-sponsored by the Rockford Board of Education and the Volunteer Bureau. SOURCE is our link between the schools and the community in the securing of resources. A teacher in a school desiring a resource person in a specific area need only to call SOURCE and state the need. SOURCE will search out the resource person if at all possible, handle the administrative details, and see that the person is available to the classroom at the appropriate time. This service is used extensively by teachers involved in career education.

SOURCE is also in the process of pairing schools and community establishments. In our second project year, a pilot effort was made with one school and two establishments, a hospital, and a large manufacturer. The general format is something like this: the business firm will send a team (usually five) of representative workers to the school. A general session is conducted in the gym/auditorium with all fith-sixth graders attending. At this time the over-all picture of the business firm is presented. Then the team of workers separates and offers mini-courses which the students have elected to attend on a first-second choice basis. Each worker is requested to wear normal work clothing and bring samples of work and tools of their trade if possible. The students are prepared for this experience by staff to ask each worker questions concerning their careers.

This year the paired school-business event was expanded to include five schools and eight businesses. The final evaluations are not complete as of this writing but the over-all impressions have been very good. The willingness of the industries and business firms to repeat the experience is one indicator of the success of this project. It is expected that this kind of experience for students in school will be expanded again next year and will be limited only by the number of businesses willing to participate.

Workshops on Elementary Concept Sequence

At the request of the Director of Curriculum, Rockford Public Schools, we have conducted two workshops attended by nine elementary school teachers, the chairman of the Elementary Principals Committee, and the Project Coordinator. This group met in two separate one-day sessions to develop the concepts to be considered at the elementary school level and to then place these concepts in sequence, Kindergarten through Grade Six. The first workshop saw this accomplished. The second workshop activity centered around developing goals and performance guidelines for each concept. At this point a rough draft has been produced. These concepts are as follows:

Kindergarten	Listening
First Grade	Following Directions
Second Grade	Interviewing
Third Grade	Planning
Fourth Grade	Organizing
Fifth Grade	Summarizing
Sixth Grade	Decision Making

It is intended that these concepts will become the base for career education unit writing within each grade level as well as the base upon which grades above this level build their "scope and sequence" of career education concepts.

Expansion of Career Education into Schools not in Original Project Schools

Through the recommedations of the Elementary Principals' Committee, the following efforts have been made:

1. The Project Coordinator and Chairman of the Elementary Committee on Career Education made a presentation to an All-School Elementary Principals' Meeting. The offer was made to make the presentation to any single school requesting it for a faculty staff meeting. A total of twenty-seven requests were received and these presentations were made.

2. An order form sheet was distributed to all schools. This order form lists all the pre-written career education units available in our system. A teacher may request these units from this office. As of this date, one-hundred-ten units have been requested.

3. Elementary Career Education Consultants. These consultants are nine volunteers from the original twenty-seven teachers in the project. Their use was enlisted because they have developed into knowledgeable career education staff members and more career career education help requests can be accomodated.

   These nine teachers were called together for two, two-day released time workshops. From these workshops the method of offering their services was developed as well as a kit of resource games, bulletin board ideas, suggested ways to incorporate career education into the present curriculum and helps in learning the interviewing process.

   These consultants are released from their classes (substitute teachers are provided) to work in a one-to-one relationship with other teachers requesting their services.

SECTION C

EVALUATION

This evaluation is for the third year of a three year project funded by the U. S. Office of Education.

The evaluators are enthusiastic about the project and believe it has made a dramatic impact on the programs and students in Rockford in the short period of its existence. It is obvious, however, that there remains much to be done if the activities and concepts of the project are to be universally installed in all schools and classrooms in the District.

FINDINGS, IMPLICATIONS AND CONCLUSIONS

During the 1974-75 school year, information relative to project implementation was gathered from eight different population groups in Rockford. The evaluation team attempted to collect information from as broad an information base as possible. The general purpose of this data collection was to determine the various groups' degree of awareness of the project's goals, involvement in project activities, and the various groups' perceptions of the project's effectiveness in meeting these goals. The groups surveyed and methods of data gathering were as follows:

GROUP	DESCRIPTION	METHOD
Elementary Teachers (Group A)	Elementary teachers (K-6) who participated in 1973 summer workshop	Survey (Appendix A)

GROUP	DESCRIPTION	METHOD
Elementary Teachers (Group B)	Elementary teachers (K-6) who participated in career course Sept. - Dec. 1974 (Pre-course survey)	Survey (Appendix B)
Elementary Teachers (Group C)	Elementary teachers (K-6) who participated in career course Sept. - Dec. 1974 (Post-course survey)	Survey (Appendix C) (Appendix D includes aggregate of Groups A, B and C)
High School Students	Computer on-line interaction with 9 evaluation questions	Survey (Appendix E)
Parents	20% random sample of parents of high school seniors at Guilford and West	Survey (Appendix F)
High School Counselors	Full-time counselors in all Rockford high schools	Survey (Appendix G)
Principals	All principals in the project schools: eight elementary, four middle and two senior high schools.	Interview (Appendix H)
Central Administration	Administrative personnel at the Superintendent, Assistant Superintendent and Director's level.	Interview (Appendix I)

Following is a summary of data collected providing evidence relating to the success of the project. Total response to the survey instruments will be found in the designated appendices.

ELEMENTARY TEACHERS

Although the initial project activities focused upon the high school level, involvement of elementary teachers has occurred throughout the project duration. Through the efforts of Mr. Randy Larsen and Miss Blanche Martin, numerous opportunities have been provided to elementary teachers to become involved in career education program development. For purposes of evaluation, an instrument, Career Education Opinionnaire (Appendix A), was developed and administered to two groups of elementary teachers to assess their attitudes and understanding of the career education concepts. The entire results of the opinionnaire are found in Appendices A,B,C and D. Specific items from the opinionnaire will be discussed which most directly relate to the project goals at the elementary level.

TABLE 1

ITEM: Career Education is another name for vocational education.

	N	*NR		*SA		*A		*U		*D		*SD		MEAN
GROUP		N	%	N	%	N	%	N	%	N	%	N	%	
Elem. Teacher (A)	15	0	0	0	0	2	13.3	1	6.7	9	60	3	20	3.867
Elem. Teacher (B)	18	0	0	0	0	2	11.1	0	0	8	44.4	8	44.4	4.222
Elem. Teacher (C)	17	0	0	1	5.9	3	17.6	2	11.8	10	58.8	1	5.9	3.412
All Elem. Teachers	50	0	0	1	2	7	14	3	6	27	54	12	24	3.840

*CODE: NR . . . . no response
SA . . . . strongly agree
A . . . . agree
U . . . . undecided
D . . . . disagree
SD . . . . strongly disagree

CONCLUSIONS:

1. A clear majority of the elementary teachers did not equate career education with vocational education which aligns with the philosophy represented in the project goals and activities.

2. The career education courses taught in the Fall of 1974 resulted in slight change of attitude of the elementary teachers towards career education. A greater number of teachers tended to disagree that vocational education and career education were synonymous after the course than before. This change would be anticipated as the change is toward an attitude which is reflective of the viewpoint exhibited in the project's philosophy.

TABLE 2

ITEM: All education should be career education.

	N	*NR		*SA		*A		*U		*D		*SD		MEAN
GROUP		N	%	N	%	N	%	N	%	N	%	N	%	
Elem. Teacher (A)	15	0	0	2	13.3	0	0	3	20	9	60	1	6.7	3.467
Elem. Teacher (B)	18	0	0	1	5.6	6	33.3	3	16.7	6	33.3	2	11.1	3.111
Elem. Teacher (C)	17	1	5.9	1	5.9	0	0	7	41.2	8	47.1	0	0	3.375
All Elem. Teachers	50	1	2	4	8	6	12	13	26	23	46	3	6	3.306

*CODE: NR . . . . no response
SA . . . . strongly agree
A . . . . agree
U . . . . undecided
D . . . . disagree
SD . . . . strongly disagree

CONCLUSIONS:

1. Elementary teachers across all groups either were undecided or disagreed that all education should be career education.

2. Elementary teachers viewed career education as one aspect of education but not the total focus of teaching and learning.

3. The career education course taught in Fall of 1974 produced only slight changes in the attitudes of the participants. The elementary teachers tended to perceive career education as all encompassing to an increasing degree after the course than before. This may be a result of the enthusiasm and support for the career education concept more than an indication of attitudes which are counter to the project's philosophy.

4. Support for the career education concept is indicated in the close alignment of the elementary teachers perception and project's philosophy of career education.

TABLE 3

ITEM: The most important influences on the occupational choice of an individual is his own set of psycho-social factors.

	N	*NR		*SA		*A		*U		*D		*SD		MEAN
GROUP		N	%	N	%	N	%	N	%	N	%	N	%	
Elem. Teacher (A)	15	0	0	4	26.7	10	66.7	1	6.7	0	0	0	0	1.800
Elem. Teacher (B)	18	0	0	5	27.8	10	55.6	0	0	3	16.7	0	0	2.056
Elem. Teacher (C)	17	1-5.9		2	11.8	9	52.9	1	5.9	3	17.6	1	5.9	2.500
All Elem. Teachers	50	1-2		11	22	29	58	2	4	6	12	1	2	2.122

*CODE: NR . . . . no response
SA . . . . strongly agree
A . . . . agree
U . . . . undecided
D . . . . disagree
SD . . . . strongly disagree

CONCLUSIONS:

1. Elementary teachers perceive an individual's occupational needs, values and interests as of primary importance relative to occupational decision-making.

2. The Fall, 1974 career education course produced only a slight change in attitude of the elementary teachers towards the importance of an individual's psycho-social factors. The teachers, after the course as well as before, agreed that an individual's psycho-social make up had direct impact on the decision-making process.

3. Elementary teachers' perceptions of the occupational decision-making process are closely aligned with the model reflected in the project's activities and philosophy. This would indicate a support among the elementary teachers towards the infusion of self-concept and value clarification in their curriculum.

TABLE 4

ITEM: Career education programs have no implications for the college bound.

	N	*NR		*SA		*A		*U		*D		*SD		MEAN
GROUP		N	%	N	%	N	%	N	%	N	%	N	%	
Elem. Teacher (A)	15	0	0	0	0	0	0	1	6.7	5	33.3	9	60	4.533
Elem. Teacher (B)	18	1	5.6	0	0	0	0	0	0	6	33.3	11	61.1	4.647
Elem. Teacher (C)	17	0	0	0	0	0	0	1	5.9	10	58.8	6	35.3	4.294
All Elem. Teachers	50	1	2	0	0	0	0	2	4	21	42	26	52	4.490

*CODE: NR . . . . no response
SA . . . . strongly agree
A . . . . agree
U . . . . undecided
D . . . . disagree
SD . . . . strongly disagree

CONCLUSIONS:

1. Career education is viewed by the elementary teachers as a concept which has application for all students irrespective of the post-high school path. Only slight differences can be noted among the results.

2. Elementary teachers again reflected positive attitudes towards career education as they viewed the concept applying to all students and the whole child. In terms of the "awareness" theme for the elementary level in the project, such attitudes can only be viewed as healthy and positive.

3. Elementary teachers' attitudes towards the need to involve all students in career education programs was most clear and decisive as reflected in the small percentage of teachers who were undecided.

TABLE 5

ITEM: Teachers should help students assess their interests, attitudes, personal needs and values as an aid to career planning.

	N	*NR		*SA		*A		*U		*D		*SD		MEAN
GROUP		N	%	N	%	N	%	N	%	N	%	N	%	
Elem. Teacher (A)	15	0	0	13	86.7	2	13.3	0	0	0	0	0	0	1.133
Elem. Teacher (B)	18	0	0	11	61.1	7	38.9	0	0	0	0	0	0	1.389
Elem. Teacher (C)	17	0	0	11	64.7	5	29.4	1	5.9	0	0	0	0	1.412
All Elem. Teachers	50	0	0	35	70	14	28	1	2	0	0	0	0	1.320

*Refer to code used for Table 4

CONCLUSIONS:

1. The need for teachers to be directly involved in the development and assessment of self-awareness in students was strongly supported by all groups.

2. Elementary teachers' view of career education underlines the importance of assisting students in knowing who they are. This attitude is in direct support of the philosophy reflected in the project's activities and purposes.

3. Elementary teachers responses related to the importance of "self-awareness" were consistent as is noted in a comparison of Tables 4 and 5.

TABLE 6

ITEM: Teachers should help students develop discriminating information gathering skills as an aid to career planning.

	N	*NR		*SA		*A		*U		*D		*SD		MEAN
GROUP		N	%	N	%	N	%	N	%	N	%	N	%	
Elem. Teacher (A)	15	0	0	4	26.7	9	60	0	0	1	6.7	1	6.7	2.067
Elem. Teacher (B)	18	1	5.9	6	35.3	9	52.9	1	5.9	0	0	0	0	1.688
Elem. Teacher (C)	17	1	5.6	7	38.9	10	55.6	0	0	0	0	0	0	1.588
All Elem. Teachers	50	2	4	17	34	28	56	1	2	1	2	1	2	1.771

*CODE: NR . . . . no response
SA . . . . strongly agree
A . . . . agree
U . . . . undecided
D . . . . disagree
SD . . . . strongly disagree

CONCLUSIONS:

1. Elementary teachers were strongly supportive of the project's emphasis on creating awareness at the elementary level via decision-making, summarizing, interviewing and listening skills.

2. Support among the elementary teachers for the importance of career planning was clearly evident with the foundation of awareness at the elementary level.

3. The experience gained by the elementary teachers enrolled in the Fall, 1974 career education course increased the support for the need for career planning as is reflected in the pre and post course measurements of groups B and C.

TABLE 7

ITEM: Most school curricula should be reoriented to place emphasis on career education.

	N	*NR		*SA		*A		*U		*D		*SD		MEAN
GROUP		N	%	N	%	N	%	N	%	N	%	N	%	
Elem. Teacher (A)	15	1	6.7	1	6.7	5	33.3	5	33.3	3	20	0	0	2.714
Elem. Teacher (B)	18	0	0	0	0	8	47.1	7	41.2	1	5.9	1	5.9	2.706
Elem. Teacher (C)	17	1	5.6	4	22.2	6	33.3	2	11.1	5	27.8	0	0	2.471
All Elem. Teachers	50	2	4	7	14.0	16	32.0	14	28.0	11	28.0	0	0	2.604

*CODE: NR . . . . no response
SA . . . . strongly agree
A . . . . agree
U . . . . undecided
D . . . . disagree
SD . . . . strongly disagree

CONCLUSIONS:

1. Support for the refocusing of existant curricula to increase the emphasis of career education is reflected across both groups.

2. Elementary teachers who participated in the career education course exhibited a greater degree of support for the infusion of career education into curriculum after the course was completed. It would seem, therefore, that the course content and objectives successfully reinforced the concept of integration versus career education as a separate unit or course of study.

TABLE 8

ITEM: Career education should be included in the regular curriculum in an integrated manner.

	N	*NR		*SA		*A		*U		*D		*SD		MEAN
GROUP		N	%	N	%	N	%	N	%	N	%	N	%	
Elem. Teacher (A)	15	0	0	5	33.3	10	66.7	0	0	0	0	0	0	1.667
Elem. Teacher (B)	18	0	0	7	38.9	11	61.1	0	0	0	0	0	0	1.941
Elem. Teacher (C)	17	0	0	3	17.6	13	76.5	1	5.9	0	0	0	0	1.611
All Elem. Teachers	50	0	0	15	30.0	34	68.0	1	2	0	0	0	0	1.740

*CODE: NR . . . . no response
SA . . . . strongly agree
A . . . . agree
U . . . . undecided
D . . . . disagree
SD . . . . strongly disagree

CONCLUSIONS:

1. Elementary teachers did not view career education as a curriculum which is to be implemented as a separate unit or course of study.

2. Elementary teachers viewed career education as a concept which had direct relationship to existent goals and content of the elementary curriculum.

TABLE 9

ITEM: The community is an excellent resource in a career education program.

	N	*NR		*SA		*A		*U		*D		*SD		MEAN
GROUP		N	%	N	%	N	%	N	%	N	%	N	%	
Elem. Teacher (A)	15	0	0	9	60.0	6	40.0	0	0	0	0	0	0	1.400
Elem. Teacher (B)	18	0	0	12	66.7	4	22.2	2	11.1	0	0	0	0	1.444
Elem. Teacher (C)	17	0	0	9	52.9	8	47.1	0	0	0	0	0	0	1.471
All Elem. Teachers	50	0	0	30	60	18	36	2	4	0	0	0	0	1.440

*CODE:
NR . . . . no response
SA . . . . strongly agree
A . . . . agree
U . . . . undecided
D . . . . disagree
SD . . . . strongly disagree

CONCLUSIONS:

1. Elementary teachers viewed the community as an excellent resource for career education. None of the elementary teachers disagreed with the statement underlining the value of community as a component of a career education program.

2. Elementary teachers strongly supported the concept of directly involving and utilizing the community in program development.

3. Based on the previous efforts of Project Able, the elementary teachers' awareness of the community as a classroom has been directly transported to career education activities.

TABLE 10

ITEM: Students should learn to get, hold and advance in a job as part of the school experience.

	N	*NR		*SA		*A		*U		*D		*SD		MEAN
GROUP		N	%	N	%	N	%	N	%	N	%	N	%	
Elem. Teacher (A)	15	0	0	4	26.7	10	66.7	0	0	1	6.7	0	0	1.867
Elem. Teacher (B)	18	0	0	5	27.8	12	66.7	0	0	1	5.6	0	0	1.833
Elem. Teacher (C)	17	0	0	3	17.6	10	58.8	2	11.8	1	5.9	1	5.9	2.235
All Elem. Teachers	50	0	0	12	24	32	64	2	4	3	6	1	2	1.980

*CODE: NR . . . . no response
SA . . . . strongly agree
A . . . . agree
U . . . . undecided
D . . . . disagree
SD . . . . strongly disagree

CONCLUSIONS:

1. The majority of elementary teachers supported the emphasis of job seeking skills as part of the curriculum.

2. Career education goals which emphasize the development of economic and career awareness would seem to be supported by the elementary teachers.

3. Although there was a high degree of support for the concept of career preparation, there was also a distribution of teachers who either were undecided or disagreed with the idea. This may reflect a misconception of the purposes of career preparation which additional discussion and in-service may resolve.

TABLE 11

ITEM: Public schools should provide job placement services for youth during school years when they exit school for employment.

	N	*NR		*SA		*A		*U		*D		*SD		MEAN
GROUP		N	%	N	%	N	%	N	%	N	%	N	%	
Elem. Teacher (A)	15	0	0	3	20	4	26.7	7	46.7	1	6.7	0	0	2.400
Elem. Teacher (B)	18	0	0	2	11.1	9	50	7	38.9	0	0	0	0	2.278
Elem. Teacher (C)	17	0	0	2	11.8	5	29.4	8	47.1	2	11.8	0	0	2.588
All Elem. Teachers	50	0	0	7	14	18	36	22	44	3	6	0	0	2.420

*CODE: NR . . . . no response
SA . . . . strongly agree
A . . . . agree
U . . . . undecided
D . . . . disagree
SD . . . . strongly disagree

CONCLUSIONS:

1. The majority of elementary teachers were either undecided or against placement as a legitimate and appropriate service to be offered by schools which is contrary to the generally accepted goals of career education.

2. Elementary teachers may differ philosophically with the project's perspective toward placement as an aspect of career planning.

3. The perception of a majority of the elementary teachers may require additional in-service or discussion to explain the rationale of job placement services.

IMPLICATIONS

1. A supportive, receptive climate for career education exists among the elementary teachers. The concept of career education has been disseminated and in many instances adopted by elementary staff in the Rockford schools.

2. Past exposure and utilization for Project Able and Project Source have been directly applied to the career education activities in the elementary schools.

3. Elementary teachers have found little difficulty establishing the relationships of self-awareness, career exploration and career

planning to the elementary curriculum. Self-concept and value clarification concepts, which are integral aspects of career education, have been traditionally emphasized in the elementary curriculum.

4. Summer workshops and career education courses have led to additional support among elementary teachers for career education. Such vehicles as workshops have proven to be effective components of a comprehensive career planning system.

STUDENTS

During the 1974-75 school year, November 21, 1974, to May 26, 1975, specifically, large numbers of students within the Rockford high schools utilized the CVIS scripts. Table 12 provides data on the number of students using each part of the information available through CVIS.

TABLE 12

CVIS USES BY SCHOOL

School	Introduction	Occupations	Apprenticeship	Local Jobs	Area Vocational Center	Military	College Selection	College Information	Rock Valley Community College	Trade Schools
Guilford	8,343	1,154	182	652	128	197	675	632	182	251
West	1,652	389	37	241	56	76	192	216	69	109
East	1,894	240	37	229	31	118	177	196	40	45
Jefferson	7,415	668	112	661	126	202	237	324	85	189
Auburn	3,297	242	53	203	55	108	148	190	65	86

The usage statistics represent a substantial increase over last year's usage figures. In addition, the CVIS provides, upon request of the student, hard copy printouts of information related either to jobs or colleges. Utilization of this service for roughly the same period of time is as follows:

TABLE 13

PRINTOUTS BY SCHOOL AND TYPE OF INFORMATION REQUESTED

School	Jobs	Colleges
Guilford	2,124	952
West	576	311
East	477	180
Jefferson	1,004	349
Auburn	415	261

These printouts demonstrate the fact that a significant amount of information, both as it relates to jobs and to colleges, is actually being used by students.

Reactions of students to this information is highly important to the project's success. During the fall of the 1974-75 school year, project staff, in consultation with the evaluation team, prepared a series of nine questions which would be put to student users of CVIS. Responses to these questions were purely voluntary and the number of students answering them were not at the proportion for which the project staff nor the evaluation team would have hoped. However, data retrieved in this manner are significant to future considerations of CVIS. Complete tabulations of these data by questions are presented in Appendix E of this report. Discussion follows which summarizes these findings.

Very few students who responded were using CVIS for the second, third or fourth time. A sizable minority of responding students were making use of CVIS for the first time; however, in most instances, the majority of students had made use of CVIS five times or more.

The reading level of the scripts was of concern to the project staff. Responding students, for the most part, documented high levels of understanding of the scripts. Note should be taken, however, of the percentage increase in regard to high school seniors responding that they understood none of the scripts. Further examination needs to be undertaken to explain this phenomenon.

A significant trend appears in terms of the contents of the information presented and the interest exhibited by the students in the information. While a substantial number of students responded in the affirmative regarding CVIS content and interest, seniors exhibited the propensity to disregard the features more than the other classes. The response to the question regarding an increase in students' need to see a counselor seems to substantiate the allegation that seniors proportionately to other classes saw less use in the system. This may be explained by the perception that high school seniors had already made tentative career decisions at the time they utilized the services of CVIS. Still, approximately one out of four high school seniors thought CVIS helped change their minds on occupations and/or training they may have been considering. Career decision making is a delicate art in and of itself, but it does appear that CVIS has made a substantial impact on that process for a large proportion of Rockford's high school students.

PARENTS

The decision was made during the third year of the project to attempt to gain information from the parents of Rockford's high school seniors as to their perception of the CVIS program. Accordingly, 20% of the parents of all seniors in the project's original two high schools, Guilford and West, were randomly selected and surveyed. Of the 199 instruments sent out, 55 or over 27% of them were returned. The evaluation team was pleased with the rate of response since no attempt was made to persuade persons to respond after the initial mailing.

The survey instrument, accompanying letter and data tabulations are presented in Appendix F of this report. Again, summaries of these responses will be presented here and the reader is advised to refer to the appendix for a closer inspection of individual item response.

Without a doubt, the first time most parents became familiar with the CVIS program was when they opened the envelope containing the survey instrument. Responses to most of the items on the questionnaire bear out the fact that parents had little prior knowledge of CVIS. While disheartening at first glance, one can only wonder how other school programs would fare under the same examination. It is clear, however, that parents lack knowledge of the programs and efforts should be undertaken to provide and hopefully increase communication patterns between the schools, the project and the home.

Instead, however, of dismissing the survey results as inconsequential because of a lack of understanding of CVIS, a number of parents commented rather freely as to what they perceived CVIS was trying to do. These comments were not categorized formally because of space limitations, but some of the more insightful reactions are now presented verbatim.

> Our daughter thinks this is a worthwhile program in helping young people find and decide on future career plans. She also felt the schools themselves should make sure that parents are informed of this program.

> CVIS should perform a needed and useful service, but the system of counselors in our school system is so poor that the machines are left for the students to "play with," and often their usefulness is simply not apparent. I believe it could be very helpful, and we have secured up-to-date information about colleges, but no one has ever told anyone in my family that it could give out help on anything but colleges. I was amazed to read some of the questions relating to other areas. Our counselors are not "guidance" counselors, but paper-work counselors, and if a parent is not active in seeking outside help to counsel his children, they are left alone UNLESS they create some sort of behavior problems. I state this categorically as parent as well as a teacher. It is a sad situation! Might I suggest that individuals knowing the potential that CVIS has should teach the counselor staffs here how to use them and if time and (alas!) money exists, check back from time to time.

> I discussed your enclosed letter with our son. He knows nothing of the program nor have I heard anything about it pertaining to his high school. I feel high schools in Rockford need to do much work in career guidance and am very disappointed that there is so little information and help for him. Of all our children, this son's aptitudes and interests do not seem to jibe; career guidance would make his life easier and us more certain that his college choice is a good one.
>
> Theoretically the programs sound good, but neither of my two sons have benefitted from it.
>
> This is our first year in Rockford and we learned about this program when our son began looking for information on colleges. It is a tremendous program and one we hope can be continued.
>
> I was unable to answer 10 and 11 and I have never heard of CVIS. My daughter has not heard of it either. Sounds like a great program and worth continuing if it is being properly used. It may be my daughter has encountered it and doesn't recognize it as your program.

These comments were not atypical of those parents who took the time to offer them. Without speaking for their representativeness of the opinions of the majority of Rockford's parents, these particular comments do cite certain perceived needs of a number of parents which parallel quite closely the stated goals and objectives of the CVIS program.

In summary of this section dealing with parent responses, then, two conclusions are in order. Parents have been uninformed of the project's goals and purposes as they relate to Rockford's high school students. Further investigation would have to be undertaken to determine if this is peculiar to this particular project. Secondly, not as well founded as the first conclusion but perhaps more important for future operations in Rockford, support appears to exist on behalf of the parents in Rockford for the goals and expected benefits of a "Comprehensive Career Planning System." Such support should be fostered and utilized more fully in the days that lie ahead.

COUNSELORS

A key function in the implementation of a computerized vocational information system is guidance and counseling, prior to and after usage of the system. Relative to the guidance and counseling function, the role of the school counselor, as the title implies, is crucial to the development and delivery of quality guidance services. At the junior and senior high school levels, counselors in the Rockford system have been involved in the operation of CVIS since its inception. Data were collected from all counselors grades 7-12 in the Rockford system with four counselors at the junior high level and thirty-two counselors at the senior high level. A 100% response of the survey forms was received by the evaluation team in the Spring semester, 1975. Since the responses of the junior and senior high school counselors did not significantly differ and the survey questions were similar, the data from both groups will be reported collectively. As was the case with the elementary teachers, key survey questions will be presented and discussed in this chapter while a list of the complete results may be found in Appendix G.

The initial background questions of the survey assessed areas such as the counselors degree of understanding of career education and components of the CCPS project; sources which informed them of CCPS project and activities related to CCPS in which they have been involved. Based on the findings of the background questions the following conclusions were generated:

1. A majority of the counselors through various sources have developed a level of understanding of career education with several indicating a high degree of understanding of the concept.

2. Although the counselors expressed a high degree of understanding of the CCPS activities for thier respective grade level, a clear majority did not recognize or understand the meaning or intent of the acronym CCPS or the project's title, Comprehensive Career Planning System.

3. Counselors felt they understood the project components for their respective grade levels (junior or senior high school) but expressed relative ignorance of project activities at the other grade levels. For example, although the senior high school counselors were familiar with the CVIS system, they collectively expressed only a slight degree of awareness of the Labelle system, Project Able, and elementary level activities.

4. A majority of the counselors expressed little understanding of Project Source. Project Source from the perspective of many counselors operates in isolation from them.

5. Counselors have derived information relative to the project activities primarily from discussion with the project staff. Minimal information was collected by the counselors via internal communication such as a newsletter or externally such as the newspaper.

6. Counselor involvement in project activities was primarily related to assisting students in the use of the Labelle system (junior high) and CVIS (senior high school). The counselors have been minimumly involved with teachers in the use of the CVIS and related career education activities.

The following tables provide summaries of responses to selected questions in the survey instrument.

TABLE 14

CAREER EDUCATION AND CAREER GUIDANCE

Item	Agree		Disagree		Undecided		No Response	
	N	%	N	%	N	%	N	%
career education is another name for vocational education	10	31.2	18	56.2	3	9.3	1	3
career education should be included in the regular high school curriculum in an integrated manner	28	87.5	0	0	3	9.3	1	3
I view vocational career guidance as a primary function of my role as a counselor.	30	93.8	0	0	2	6.3	0	0

CONCLUSIONS:

1. Although a majority of counselor's attitudes towards career education reflected a positive feeling about the concept, several individual counselors view the concept as synonymous with vocational education which is contrary to the view point and philosophy of the project.

2. Career education and guidance were viewed by the counselor as an integral component of curriculum. A receptive climate to increasing the emphasis of career education programs was reflected by the counselors.

3. Assisting students in their career planning was seen by the counselors as a significant component of their counseling-guidance function in the schools.

TABLE 15

USES OF CVIS

ITEM	Agree		Disagree		Undecided		No Response	
	N	%	N	%	N	%	N	%
The information gained from CVIS is relevant.	24	75	0	0	7	21.8	1	3
CVIS has stimulated students to explore occupations and has aided their career planning.	23	71.8	4	12.5	5	15.6	0	0
CVIS has been used by a wide cross section of our students.	19	54.3	7	21.8	5	1.56	1	3

CONCLUSIONS:

1. Counselor's observations and discussions with students indicated that the information contained in the CVIS scripts is practical and useful in providing answers to the career planning questions of students.

2. The CVIS terminals as perceived by the counselors are accessible to a wide variety of students. With the exception of one of the high schools, no one segment of the student population has monopolized the use of the terminals.

3. As viewed by the counselors, the value of CVIS lies not only in its potential for dispensing occupational, career planning information but in its potential for motivating students to further explore careers.

4. Based on the responses of counselors to student usage of CVIS, the system's informational capabilities were often related to the college scripts. Some counselors may not have been aware of the broader areas of information available such as that dealing with vocational-technical training or apprenticeship opportunities.

TABLE 16

ALTERATIONS OF COUNSELOR ROLE AND NEED FOR ARTICULATION BETWEEN GRADE LEVELS

ITEM	YES		NO		No Response	
	N	%	N	%	N	%
Alteration of counselor role as a result of CVIS	8	25	20	62.5	4	12.5
Need for coordination of career planning/education activities at the elementary, junior and senior high levels.	2	6.25	27	84.3	3	9.3

CONCLUSIONS:

1. The majority of counselors felt they had been offering career guidance services prior to CVIS since they saw career guidance as a primary function of theyr role, yet saw little change in their role as a result of CVIS.

2. Although activities related to career education were reported as on-going at all levels within the system, counselors at a given level were not informed of activities elsewhere in the system. Internal communication both vertically and horizontally within the system relative to project activities was viewed by the counselors as an important need.

3. A Developmental approach in terms of career planning was largely inoperative in the project and underlined the need for increased coordination efforts.

Relative to the effects of CVIS on students as viewed by the counselors were largely positive in nature. Statements by counselors included such positive effects as providing current, relevant information to students, stimulating students to initiate and to further develop career exploration, planning activities, assisting students in developing probing skills, and leading students to present more thoughtful, mature career planning questions to the counselors.

Counselors identified several effects that CVIS had upon themselves which included more time to deal with more precise career planning questions of students, widened perspectives of the work world and complexity of career information and reinforcement of the importance of career planning.

Although the majority of comments directed by the counselor to CVIS were positive, their criticisms of and recommendations to improve CVIS included the following: problems related to mechanical malfunctioning, time demands of the computer which led to chronic "down time", need to attract the "low-achiever" to use CVIS to a greater degree, need to increase teachers' awareness of the CVIS system and incorporate it into their teaching, the need for additional scripts dealing with decision-making and value clarification.

IMPLICATIONS:

1. Generally the counselors exhibited philosophical support for the purposes of and need for career education. In respect to how much support has been generated, the counselors are receptive to career education and career guidance programs and should be more directly involved in CCPS so as to tap their support.

2. The counselors lack of awareness and involvement in Project Source implies the need for additional in-service activities directly related to the counselors role in the CCPS project.

3. Inadequate procedures and guidelines exist for vertical and horizontal communication/articulation of career education activities within the Rockford system which prevents a developmental approach from being implemented.

4. There exists a paucity of involvement of teachers working with the counselors as a team in assisting students in the use of CVIS and CCPS activities. This may indicate that a majority of teachers either are not informed or are disinterested in the CVIS--CCPS programs with the exception of the social studies department at the junior high level.

5. Counselors may view the potential of CVIS too narrowly as was reflected in their comments concerning the effects of CVIS. Many of the comments were related strictly to college information. This may imply an overemphasis on a "college" orientation to guidance and counseling relative to CVIS and the need to broaden the perspective of individual counselors to include vocational-technical training and placement directly into work upon high school graduation.

CENTRAL ADMINISTRATION

Key staff in Central Administration of the Rockford Public Schools were interviewed. Since the numbers were fairly small, responses will be generalized only.

Perhaps one of the best single assessments that can be made of a project of this type, supported substantially with outside funds, is the degree to which administration is willing to commit funds to the activities of the project in the future. The interviewer found the central administrative staff to be very enthusiastic about the project, professionally very supportive and had given some thought as to how the project's activities would be carried out at the end of the three year period.

One of the challenges to the evaluators was the problem of evaluating activities that were integrated into the ongoing program. While this caused some dilemma for project evaluation, it also was one of the project's greatest strengths. As one member of the Central Administration staff suggested, we now have integrated into our program the concepts of the project. These concepts cannot be taken away, our programs will continue to integrate components into them that have come from the project.

The Central staff felt that the project had accomplished the purpose of making large numbers of their staff aware of the needs for career education in their schools and classrooms, and that through the project, thousands of school youth were made aware of what careers are. It was believed that all students were benefitting at the elementary level but that perhaps the youngsters coming from low economic levels were profiting most.

All of the Central Administration staff were highly supportive of the project and expressed an interest in continuing its activities.

HIGH SCHOOL PRINCIPALS

The high school principals, or in two cases an assistant principal, were interviewed. Comments are generalized so as not to reflect on individuals or schools. Since not all schools were in the project initially, it is understandable that there were differences found in the levels of understanding of the project and its goals. Also, it was apparent that some persons interviewed were more involved in giving educational leadership to the programs of their schools than others.

In general, the understanding among high school principals of the project and its goals and about career education in general was somewhat disappointing. There were notable exceptions, however, with the range from almost "disinterested to highly enthusiastic and knowledgeable".

Philosophies about education seemed to range from "Every student should leave high school with a salable skill" to "All of our students go to college".

There was at least a majority opinion that the project should be continued with local funds if necessary and that counselors, teachers and students had accepted CVIS as a useful educational tool.

The problem of the maintenance of the terminal was raised by one principal. Also, he believed it should be available to students on Saturdays.

ELEMENTARY PRINCIPALS

Following is a summary of the findings, conclusions and recommendations from the interviews with elementary principals.

A. Philosophy

1. They view career education and Project Able purposes as quite similar. This must be tempered by the fact that two principals' knowledge and understanding of Project Able are minimal.

2. Agree that career education activities should be initiated at the elementary level and definitely be integrated into the regular curriculum. Indicated that career education was a significant vehicle to improve and upgrade curriculum areas such as Social Studies which related well to activities oriented toward increasing the students' awareness of the work world and community.

3. Agree that elementary students should develop an appreciation of all work and utilizing the community resources can be a useful component of an educational program.

B. Project Source

1. All principals indicated an understanding and a utilization of Project Source by their teachers.

2. They viewed the program in a positive light and identified the tutorial, parent volunteer, and hobby activities as aspects of the program which were most helpful.

   Specific Comments:

   a. Stan Filips: "Have found Project Source as most helpful particularly in our minicourse program which we conducted on three consecutive Fridays and used many volunteers from the community".

   b. Sam Natale: "Project Source is most valuable, particularly because it allows us to tap resources which normally would not be accessible to us".

3. Identified the following problems:

   a. Need for greater degree of coordination as have found "lead time" most important in assuring effective use of the resource person.

b. Should "edit" source list -- have found some resource people not comfortable nor effective in talking with elementary school students.

c. Should develop a set of guidelines for the primary and intermediate levels so resource person has an idea of expectations of potential questions, etc.

d. Lag in filling requests due to increased demand for the services.

C. Sub-Committee on Career Education

1. Larson and Natale are members and were quite supportive.

2. Filips and Meyers knew little of sub-committee.

3. From the viewpoint of Larson and Natale the sub-committee major positive aspects were:

   a. Appointed by Blanche Martin

   b. Involved eight elementary principals

   c. Formed teams of elementary principals and teachers to "in-service" other groups.

   d. Seventeen elementary schools in the district have requested assistance in developing career education programs.

4. Both expressed the critical need for continuing support from Blanche Martin.

General Conclusions:

A. Positive:

1. All principals acknowledged the efforts of Randy Larson and Ed Fransen as laudatory. Problems which have been encountered are "system" problems rather than attributable to Larson or Fransen.

2. All principals acknowledged an awareness and direct involvement in the project as a pilot school.

3. Teachers have been drawn closer together in curriculum planning and developing units of study as a result of the project.

4. Project has been accepted more readily than previous projects since it did not limit pilot schools to one area of the district or

"type" of school.

5. Project has broadened the awareness of staff to world of work and community resources.

6. Project has aided teachers in establishing a greater degree of relevance to their teaching.

7. Greatest degree of support and activity at elementary level. With continued support, it could provide continutation to junior and senior high school levels.

8. Support from Blanche Martin has been received in past in terms of release time for elementary teachers to serve as consultants to other staff, establishment of a career education sub-committee, and summer workshops for staff.

9. A significant degree of visibility for the project activities has been achieved in terms of elementary teachers, principals and parents.

B. Negative:

1. A primary problem identified by all principals was the need for articulation K-12 in terms of career education.

2. All principals indicated a slight degree of awareness of career education activities at the junior and senior high school levels.

3. Although some elementary principals have been supportive of career education, they represent a minority of the principals group. Without the support of principals, the further development of career education will be significantly hampered.

4. A need exists to increase communication within and across elementary schools as to activities and positive results of the elementary education program. An effective communication network is essential with a system as large as Rockford.

5. Involvement of staff at middle and senior high school levels seem to be minimal.

6. A coordinator to work with staff and administrators to continue planning and implementation of career education is essential, although the principals interviewed were not optimistic.

7. Lack of visible support from Superintendent and School Board has made many teachers skeptical that career education is a priority area for the district.

C. Recommendations:

1. Superintendent should issue a statement describing his concept of career education and support for it.

2. Superintendent should provide "time" support for further development of career education and demand accountability for results.

3. Leadership roles - functions and implementation design for articulation of career education programs should be developed K-12. At present, articulation is minimal in terms of the vertical and horizontal organization of the schools. A concrete example of this would be the dissemination of Project Able to junior and senior high school level as well as Project Source.

4. The positive effects of the project in terms of activities, etc., should be documented and communicated to the district "decision-makers".

5. Local committment must be generated irrespective of federal funding. Committment communicated in terms of budget allocations for the following:

    a. Released time for elementary teachers to serve as consultant "teams" to other staff members.

    b. Salary credit as incentive to staff members to attend summer workshops.

    c. Coordinator for career education.

6. Provision of time for staff to share ideas relative to career education via "Institute Days".

7. Establishment of career education sub-committee composed of principals at junior and senior high school levels.

8. Statements of support for career education from Director of Secondary Education as well as curriculum coordinator.

9. Establish a career resource center particularly for the elementary schools.

10. Rockford administrators should re-examine the strategy on which they are operating to bring career education into Rockford's schools.

11. Via the input of staff representing teachers, counselors, and administrators, an implementation should be presented to the central administration and Board of Education so as to insure "incremental" but continuous change.

It would seem, therefore, the major needs related to concrete support generated from top administration to the building principal level which would be visible to staff. In addition, a critical stage of development must be achieved in providing a continuation of elementary activities to the junior and senior high school levels and must include a greater degree of staff involvement than has been achieved via LaBelle Sentinels and CVIS.

RECOMMENDATIONS

Recommendation 1

The enthusiasm and support for career education among elementary staff members should be communicated and transported to other elementary teachers who are, at present, minimumly involved in career education.

Statement: Via the use of the "core" of elementary teachers presently implementing career education as well as the career education committee, chaired by Randy Larson, several ideas could be readily shared by means of in-service sessions. Project Able and Source activities have provided a sound framework and base to launch additional career education program development.

Recommendation 2

Additional summer workshops and career education courses should be offered to staff members for the purpose of developing additional techniques to promote career development in the curriculum.

Statement: The results of previous workshops and courses related to career education have been most positive. Such efforts have led to an increased understanding of the intent of career education as well as practical techniques to implement the concept by the participants.

Recommendation 3

Additional in-service activities should be devoted towards counselors at the junior and senior high school levels.

Statement: Counselors reflected a low degree of awareness of Project Source and activities at the elementary level. In addition, counselors need to have the opportunity to become familiar with techniques to involve classroom teachers with the goals of career planning in general and CVIS specifically.

A supportive climate to the importance and relevance of career guidance and planning was reflected by the counselors which would imply that the counselors would be receptive to in-service staff development activities related to career education.

Recommendation 4

Future career education, career planning thrusts should more directly focus on the classroom teacher.

Statement: Studies have underlined the importance of classroom teacher involvement with career education in the curriculum. The counselors indicated a low degree of direct involvement on the part of classroom teachers with CVIS and the CCPS project activities. At the middle school level, the social studies department has had direct involvement with the Labelle system and similar activities should be encouraged in other departments at the junior and senior high school levels.

Recommendation 5

Additional coordination of career education activities should be developed for grades K-12.

Statement: Staff members at all levels indicated a lack of awareness of career education program activities at other levels. A developmental career development program requires a coordination of other activities. The addition of an articulation director to the Rockford Administration staff is a significant improvement and his role-function would be pivoted to the establishment of a coordinated system based on horizontal/vertical communication and planning.

Recommendation 6

Parents of Rockford students, on the elementary, middle and high school levels, should become more actively involved in implementing career education activities into the Rockford school system.

Statement: While one can point to evidence that some parents provide resource services to many teachers and classes in some of Rockford's elementary schools, parents of high school students showed little knowledge of even the goals of the "Comprehensive Career Planning System." In order for such a system to develop truly "comprehensively," parents must be actively involved in the project planning and implementation and share dramatically in the project results and benefits.

Recommendation 7

The CVIS system now operating in all of Rockford's high schools should be reexamined in terms of deciding better administrative and counselor techniques to be utilized to assure maximum benefit to students.

Statement: Rather than allowing the CVIS terminals to become "playthings" in the corner where students are directed when they present problems or when counselors are too busy to see them, a systematic program of work should be developed in cooperation with school building counselors that would facilitate more reasonably the career development patterns of students. It is highly presumptuous to expect something will "happen" while it is apparent that many persons either fail to see what could or should happen.

Recommendation 8

The Rockford Board of Education, upon the recommendation of the Superintendent, should issue for the public record a district position paper on career education stating its view of the concept in Rockford and determining long-range goals, if any, for the Rockford Public Schools.

Statement: Many teachers, counselors and administrators voiced the concern that they did not know exactly where the policy-makers of the Rockford Public Schools stood regarding career education. Interviews with key leaders showed a wide acceptance for and understanding of the concept of career education. Such a position should be communicated to school personnel, parents and the entire Rockford community.

APPENDIX A

APPENDIX A
Elementary Teachers (Group A) N=15
CAREER EDUCATION OPINIONNAIRE

Please answer the following questions:

A. Male __________ Female __________

B. How many years of experience in teaching have you had?
  - a. 0-2 years
  - b. 3-7 years
  - c. 8 years or more

C. Please indicate your highest degree attained:
  - a. Baccalaureate
  - b. Master's
  - c. Doctorate

D. Grade level of students you are now teaching? ____________

E. School now teaching at? ______________________________________

F. To what extent have you had experience working on jobs outside of education?
  - a. None - less than one year
  - b. One - two years
  - c. Three - five years
  - d. Six - ten years
  - e. Ten or more years

* *

Directions: Read each statement carefully and decide how you feel about it. You are offered five possible answers to each statement. The "undecided" answer should be circled only when you have no opinion. Please read each statement and circle:

SA: if you strongly agree with the statement.
A: if on the whole you would tend to agree.
U: if you are undecided.
D: if on the whole you would tend to disagree.
SD: if you strongly disagree with the statement.

		SA	A	U	D	SD
1.	Career education is another name for vocational education.	0	2	1	9	3
2.	Career education is the merging of general and vocational education to serve a new focus for American public education.	3	10	1	2	0

3.	Career education is preparation for vocational education.	1 SA	8 A	2 U	4 D	0 SD
4.	All education should be related to real life experiences.	9 SA	5 A	0 U	1 D	0 SD
5.	The total school curriculum should be related to the real life goals of the students.	6 SA	7 A	1 U	1 D	0 SD
6.	All education should have positive implications for career development.	4 SA	6 A	2 U	3 D	0 SD
7.	All education should be career education.	2 SA	0 A	3 U	9 D	1 SD
8.	Career development is a continuous process throughout the lifetime of an individual.	7 SA	8 A	0 U	0 D	0 SD
9.	The process of a student choosing an occupation evolves naturally.	0 SA	3 A	1 U	9 D	2 SD
10.	The most important influence on the occupational choice of an individual is his own set of psycho-social factors (e.g. occupational needs, values, interests, perceptions and preferences for certain work rules).	4 SA	10 A	1 U	0 D	0 SD
11.	Career education programs have no implications for the college bound.	0 SA	0 A	1 U	5 D	9 SD
12.	Elementary students should develop an appreciation for the importance of all work that people perform.	13 SA	2 A	0 U	0 D	0 SD
13.	Teachers should help students assess their interests, aptitudes, personal needs and values as an aid to career planning.	5 SA	7 A	2 U	1 D	0 SD
14.	Teachers should help students develop discriminating information gathering skills as an aid to career planning.	4 SA	9 A	0 U	1 D	1 SD
15.	Students should be provided with opportunities for aptitude development through actual or simulated work experience.	3 SA	11 A	1 U	0 D	0 SD
16.	Students should be encouraged to make tentative occupational choices while in school.	1 SA	7 A	4 U	3 D	0 SD

		SA	A	U	D	SD	Omit
17.	Teaching plans should be organized around people.	5	7	3	0	0	
18.	A career education program should involve real life experiences.	7	8	0	0	0	
19.	The educational program should provide students with experiences which show the relationship between subject matter taught in school and its use in the world of work.	6	9	0	0	0	
20.	Educational programs should be planned to help students prepare for career choices.	3	9	1	2	0	
21.	The schools have the responsibility to help students develop vocational maturity.	3	7	4	1	0	
22.	Most school curricula should be reoriented to place emphasis on career education.	1	5	5	3	0	1
23.	Students should be knowledgeable about the world of work before leaving school.	7	6	1	1	0	
24.	The world of work should be the organizing center for the curriculum in the elementary school.	2	4	6	3	0	
25.	Career education will motivate students to achieve better in all subjects.	0	9	4	2	0	
26.	Teachers should know which occupations require knowledge and skills related to the specific subject matter being taught.	2	10	1	1	0	1
27.	Even if a student is planning on college, he or she should possess some entry level skill in an occupation upon leaving high school.	3	9	2	1	0	
28.	"Hands on" experiences are essential to a good career education program.	3	12	0	0	0	
29.	Career exploration is best taught using the occupational cluster concept.	1	4	8	2	0	

30. Career education should be included in the regular curriculum in an integrated manner.

5 10 0 0 0
SA A U D SD

31. Teachers at all levels should spend specific blocks of time telling their students about careers.

1 3 3 7 1
SA A U D SD

32. Occupational role playing is one of the best ways for students to learn about careers.

2 8 1 4 0
SA A U D SD

33. The community is an excellent resource to use in a career education program.

9 6 0 0 0
SA A U D SD

34. Schools should seek the advice of local citizens in planning and evaluating career education programs.

6 8 1 0 0
SA A U D SD

35. The interest of parents should be considered in developing the school curriculum.

4 10 0 1 0
SA A U D SD

36. Industry and business must assume a high level of responsibility in assisting schools in providing for the educational and occupational training of youth.

9 5 0 1 0
SA A U D SD

37. Consideration should be given to the views of students in planning and evaluating career education programs.

4 11 0 0 0
SA A U D SD

38. Teachers should help students become aware of the many occupational options open to them.

7 8 0 0 0
SA A U D SD

39. Students should become aware of employment trends as part of their school program.

4 10 1 0 0
SA A U D SD

40. Students should be made aware of employer expectations as part of their school program.

7 7 1 0 0
SA A U D SD

41. Students should learn how to get, hold, and advance on a job as part of their school experience.

4 10 0 1 0
SA A U D SD

42. Public schools should provide job placement services for youth during their school years and when they exit school for employment.

3 4 7 1 0
SA A U D SD

APPENDIX B

APPENDIX B

Elementary Teachers (Group B) N = 17

CAREER EDUCATION OPINIONNAIRE

Please answer the following questions:

A. Male __________ Female __________

B. How many years of experience in teaching have you had?
   - a. 0-2 years
   - b. 3-7 years
   - c. 8 years or more

C. Please indicate your highest degree attained:
   - a. Baccalaureate
   - b. Master's
   - c. Doctorate

D. Grade level of students you are now teaching? ____________

E. School now teaching at? ______________________________

F. To what extent have you had experience working on jobs outside of education?
   - a. None - less than one year
   - b. One - two years
   - c. Three - five years
   - d. Six - ten years
   - e. Ten or more years

* *

Directions: Read each statement carefully and decide how you feel about it. You are offered five possible answers to each statement. The "undecided" answer should be circled only when you have no opinion. Please read each statement and circle:

SA: if you strongly agree with the statement.
A: if on the whole you would tend to agree.
U: if you are undecided.
D: if on the whole you would tend to disagree.
SD: if you strongly disagree with the statement.

1.	Career education is another name for vocational education.	1	3	2	10	1
		SA	A	U	D	SD
2.	Career education is the merging of general and vocational education to serve a new focus for American public education.	5	8	4	0	0
		SA	A	U	D	SD

							Omit
3.	Career education is preparation for vocational education.	1 SA	8 A	4 U	3 D	1 SD	
4.	All education should be related to real life experiences.	8 SA	6 A	0 U	2 D	0 SD	1
5.	The total school curriculum should be related to the real life goals of the students.	8 SA	7 A	0 U	1 D	0 SD	1
6.	All education should have positive implications for career development.	6 SA	9 A	1 U	1 D	0 SD	
7.	All education should be career education.	1 SA	0 A	7 U	8 D	0 SD	1
8.	Career development is a continuous process throughout the lifetime of an individual.	7 SA	9 A	1 U	0 D	0 SD	
9.	The process of a student choosing an occupation evolves naturally.	0 SA	1 A	2 U	12 D	2 SD	
10.	The most important influence on the occupational choice of an individual is his own set of psycho-social factors (e.g. occupational needs, values, interests, perceptions and preferences for certain work rules).	2 SA	9 A	1 U	3 D	1 SD	1
11.	Career education programs have no implications for the college bound.	0 SA	0 A	1 U	10 D	6 SD	
12.	Elementary students should develop an appreciation for the importance of all work that people perform.	11 SA	5 A	1 U	0 D	0 SD	
13.	Teachers should help students assess their interests, aptitudes, personal needs and values as an aid to career planning.	8 SA	9 A	0 U	0 D	0 SD	
14.	Teachers should help students develop discriminating information gathering skills as an aid to career planning.	6 SA	9 A	1 U	0 D	0 SD	1
15.	Students should be provided with opportunities for aptitude development through actual or simulated work experience.	4 SA	12 A	1 U	0 D	0 SD	
16.	Students should be encouraged to make tentative occupational choices while in school.	1 SA	8 A	5 U	2 D	0 SD	1

							Omit
17.	Teaching plans should be organized around people.	7 SA	7 A	2 U	1 D	0 SD	
18.	A career education program should involve real life experiences.	8 SA	8 A	0 U	0 D	0 SD	1
19.	The educational program should provide students with experiences which show the relationship between subject matter taught in school and its use in the world of work.	7 SA	10 A	0 U	0 D	0 SD	
20.	Educational programs should be planned to help students prepare for career choices.	3 SA	13 A	0 U	1 D	0 SD	
21.	The schools have the responsibility to help students develop vocational maturity.	4 SA	7 A	4 U	2 D	0 SD	
22.	Most school curricula should be reoriented to place emphasis on career education.	2 SA	5 A	7 U	3 D	0 SD	
23.	Students should be knowledgeable about the world of work before leaving school.	7 SA	9 A	1 U	0 D	0 SD	
24.	The world of work should be the organizing center for the curriculum in the elementary school.	0 SA	8 A	7 U	1 D	1 SD	
25.	Career education will motivate students to achieve better in all subjects.	1 SA	5 A	8 U	2 D	0 SD	1
26.	Teachers should know which occupations require knowledge and skills related to the specific subject matter being taught.	2 SA	10 A	3 U	2 D	0 SD	
27.	Even if a student is planning on college, he or she should possess some entry level skill in an occupation upon leaving high school.	2 SA	11 A	2 U	1 D	0 SD	1
28.	"Hands on" experiences are essential to a good career education program.	2 SA	9 A	3 U	1 D	0 SD	2
29.	Career exploration is best taught using the occupational cluster concept.	3 SA	2 A	10 U	1 D	0 SD	1

30.	Career education should be included in the regular curriculum in an integrated manner.	3 SA	13 A	0 U	1 D	0 SD
31.	Teachers at all levels should spend specific blocks of time telling their students about careers.	2 SA	3 A	6 U	4 D	2 SD
32.	Occupational role playing is one of the best ways for students to learn about careers.	4 SA	9 A	4 U	0 D	0 SD
33.	The community is an excellent resource to use in a career education program.	9 SA	8 A	0 U	0 D	0 SD
34.	Schools should seek the advice of local citizens in planning and evaluating career education programs.	6 SA	9 A	2 U	0 D	0 SD
35.	The interest of parents should be considered in developing the school curriculum.	5 SA	9 A	3 U	0 D	0 SD
36.	Industry and business must assume a high level of responsibility in assisting schools in providing for the educational and occupational training of youth.	2 SA	14 A	1 U	0 D	0 SD
37.	Consideration should be given to the views of students in planning and evaluating career education programs.	7 SA	10 A	0 U	0 D	0 SD
38.	Teachers should help students become aware of the many occupational options open to them.	7 SA	9 A	1 U	0 D	0 SD
39.	Students should become aware of employment trends as part of their school program.	4 SA	12 A	1 U	0 D	0 SD
40.	Students should be made aware of employer expectations as part of their school program.	3 SA	13 A	1 U	0 D	0 SD
41.	Students should learn how to get, hold, and advance on a job as part of their school experience.	3 SA	10 A	2 U	1 D	1 SD
42.	Public schools should provide job placement services for youth during their school years and when they exit school for employment.	2 SA	5 A	8 U	2 D	0 SD

APPENDIX C

APPENDIX C

Elementary Teachers (Group C) N = 18

CAREER EDUCATION OPINIONNAIRE

Please answer the following questions:

A. Male __________ Female __________

B. How many years of experience in teaching have you had?
  - a. 0-2 years
  - b. 3-7 years
  - c. 8 years or more

C. Please indicate your highest degree attained:
  - a. Baccalaureate
  - b. Master's
  - c. Doctorate

D. Grade level of students you are now teaching? ____________

E. School now teaching at? ______________________________________

F. To what extent have you had experience working on jobs outside of education?
  - a. None - less than one year
  - b. One - two years
  - c. Three - five years
  - d. Six - ten years
  - e. Ten or more years

* *

Directions: Read each statement carefully and decide how you feel about it. You are offered five possible answers to each statement. The "undecided" answer should be circled only when you have no opinion. Please read each statement and circle:

SA: if you strongly agree with the statement.
A: if on the whole you would tend to agree.
U: if you are undecided.
D: if on the whole you would tend to disagree.
SD: if you strongly disagree with the statement.

1.	Career education is another name for vocational education.	0 SA	2 A	0 U	8 D	8 SD
2.	Career education is the merging of general and vocational education to serve a new focus for American public education.	3 SA	14 A	0 U	1 D	0 SD

							Omit
3.	Career education is preparation for vocational education.	1 SA	6 A	1 U	8 D	2 SD	
4.	All education should be related to real life experiences.	6 SA	8 A	1 U	2 D	0 SD	1
5.	The total school curriculum should be related to the real life goals of the students.	5 SA	8 A	0 U	4 D	0 SD	1
6.	All education should have positive implications for career development.	10 SA	7 A	0 U	1 D	0 SD	
7.	All education should be career education.	1 SA	6 A	3 U	6 D	2 SD	
8.	Career development is a continuous process throughout the lifetime of an individual.	9 SA	9 A	0 U	0 D	0 SD	
9.	The process of a student choosing an occupation evolves naturally.	0 SA	1 A	2 U	11 D	3 SD	1
10.	The most important influence on the occupational choice of an individual is his own set of psycho-social factors (e.g. occupational needs, values, interests, perceptions and preferences for certain work rules).	5 SA	10 A	0 U	3 D	0 SD	
11.	Career education programs have no implications for the college bound.	0 SA	0 A	0 U	6 D	11 SD	1
12.	Elementary students should develop an appreciation for the importance of all work that people perform.	11 SA	7 A	0 U	0 D	0 SD	
13.	Teachers should help students assess their interests, aptitudes, personal needs and values as an aid to career planning.	10 SA	8 A	0 U	0 D	0 SD	
14.	Teachers should help students develop discriminating information gathering skills as an aid to career planning.	7 SA	10 A	0 U	0 D	0 SD	1
15.	Students should be provided with opportunities for aptitude development through actual or simulated work experience.	10 SA	8 A	0 U	0 D	0 SD	
16.	Students should be encouraged to make tentative occupational choices while in school.	4 SA	13 A	0 U	1 D	0 SD	

							Omit
17.	Teaching plans should be organized around people.	8 SA	9 A	0 U	0 D	0 SD	1
18.	A career education program should involve real life experiences.	7 SA	11 A	0 U	0 D	0 SD	
19.	The educational program should provide students with experiences which show the relationship between subject matter taught in school and its use in the world of work.	9 SA	9 A	0 U	0 D	0 SD	
20.	Educational programs should be planned to help students prepare for career choices.	5 SA	11 A	1 U	1 D	0 SD	
21.	The schools have the responsibility to help students develop vocational maturity.	4 SA	10 A	4 U	0 D	0 SD	
22.	Most school curricula should be reoriented to place emphasis on career education.	4 SA	6 A	2 U	5 D	0 SD	1
23.	Students should be knowledgeable about the world of work before leaving school.	10 SA	8 A	0 U	0 D	0 SD	
24.	The world of work should be the organizing center for the curriculum in the elementary school.	1 SA	11 A	2 U	4 D	0 SD	
25.	Career education will motivate students to achieve better in all subjects.	1 SA	9 A	3 U	4 D	1 SD	
26.	Teachers should know which occupations require knowledge and skills related to the specific subject matter being taught.	1 SA	15 A	1 U	1 D	0 SD	
27.	Even if a student is planning on college, he or she should possess some entry level skill in an occupation upon leaving high school.	3 SA	11 A	1 U	3 D	0 SD	
28.	"Hands on" experiences are essential to a good career education program.	5 SA	11 A	2 U	0 D	0 SD	
29.	Career exploration is best taught using the occupational cluster concept.	1 SA	6 A	4 U	5 D	1 SD	1

	SA	A	U	D	SD	Omit
30. Career education should be included in the regular curriculum in an integrated manner.	7	11	0	0	0	
31. Teachers at all levels should spend specific blocks of time telling their students about careers.	1	3	1	10	2	1
32. Occupational role playing is one of the best ways for students to learn about careers.	6	9	2	1	0	
33. The community is an excellent resource to use in a career education program.	12	4	2	0	0	
34. Schools should seek the advice of local citizens in planning and evaluating career education programs.	7	10	0	0	0	1
35. The interest of parents should be considered in developing the school curriculum.	5	11	1	0	0	1
36. Industry and business must assume a high level of responsibility in assisting schools in providing for the educational and occupational training of youth.	8	10	0	0	0	
37. Consideration should be given to the views of students in planning and evaluating career education programs.	5	11	2	0	0	
38. Teachers should help students become aware of the many occupational options open to them.	7	11	0	0	0	
39. Students should become aware of employment trends as part of their school program.	6	12	0	0	0	
40. Students should be made aware of employer expectations as part of their school program.	7	10	0	1	0	
41. Students should learn how to get, hold, and advance on a job as part of their school experience.	5	12	0	1	0	
42. Public schools should provide job placement services for youth during their school years and when they exit school for employment.	2	9	7	0	0	

APPENDIX D

APPENDIX D

Elementary Teachers (All teachers) N = 50

CAREER EDUCATION OPINIONNAIRE

Please answer the following questions:

A. Male __________ Female __________

B. How many years of experience in teaching have you had?
  a. 0-2 years
  b. 3-7 years
  c. 8 years or more

C. Please indicate your highest degree attained:
  a. Baccalaureate
  b. Master's
  c. Doctorate

D. Grade level of students you are now teaching? ____________

E. School now teaching at? ____

F. To what extent have you had experience working on jobs outside of education?
  a. None - less than one year
  b. One - two years
  c. Three - five years
  d. Six - ten years
  e. Ten or more years

* *

Directions: Read each statement carefully and decide how you feel about it. You are offered five possible answers to each statement. The "undecided" answer should be circled only when you have no opinion. Please read each statement and circle:

SA: if you strongly agree with the statement.
A: if on the whole you would tend to agree.
U: if you are undecided.
D: if on the whole you would tend to disagree.
SD: if you strongly disagree with the statement.

1.	Career education is another name for vocational education.	1 SA	7 A	3 U	27 D	12 SD
2.	Career education is the merging of general and vocational education to serve a new focus for American public education.	10 SA	32 A	5 U	3 D	0 SD

		SA	A	U	D	SD	Omit
3.	Career education is preparation for vocational education.	3	22	7	15	3	
4.	All education should be related to real life experiences.	23	19	1	5	0	2
5.	The total school curriculum should be related to the real life goals of the students.	19	22	1	6	0	2
6.	All education should have positive implications for career development.	20	22	3	5	0	
7.	All education should be career education.	4	6	13	23	3	1
8.	Career development is a continuous process throughout the lifetime of an individual.	23	26	1	0	0	
9.	The process of a student choosing an occupation evolves naturally.	0	5	5	32	7	1
10.	The most important influence on the occupational choice of an individual is his own set of psycho-social factors (e.g. occupational needs, values, interests, perceptions and preferences for certain work rules).	11	29	2	6	1	1
11.	Career education programs have no implications for the college bound.	0	0	2	21	26	1
12.	Elementary students should develop an appreciation for the importance of all work that people perform.	35	14	1	0	0	
13.	Teachers should help students assess their interests, aptitudes, personal needs and values as an aid to career planning.	23	24	2	1	0	
14.	Teachers should help students develop discriminating information gathering skills as an aid to career planning.	17	28	1	1	1	2
15.	Students should be provided with opportunities for aptitude development through actual or simulated work experience.	17	31	2	0	0	
16.	Students should be encouraged to make tentative occupational choices while in school.	6	28	9	6	0	1

							Omit
17.	Teaching plans should be organized around people.	20 SA	23 A	5 U	1 D	0 SD	1
18.	A career education program should involve real life experiences.	22 SA	27 A	0 U	0 D	0 SD	1
19.	The educational program should provide students with experiences which show the relationship between subject matter taught in school and its use in the world of work.	22 SA	28 A	0 U	0 D	0 SD	
20.	Educational programs should be planned to help students prepare for career choices.	11 SA	33 A	2 U	4 D	0 SD	
21.	The schools have the responsibility to help students develop vocational maturity.	11 SA	24 A	12 U	3 D	0 SD	
22.	Most school curricula should be reoriented to place emphasis on career education.	7 SA	16 A	14 U	11 D	0 SD	2
23.	Students should be knowledgeable about the world of work before leaving school.	24 SA	23 A	2 U	1 D	0 SD	
24.	The world of work should be the organizing center for the curriculum in the elementary school.	3 SA	23 A	15 U	8 D	1 SD	
25.	Career education will motivate students to achieve better in all subjects.	2 SA	23 A	15 U	8 D	1 SD	1
26.	Teachers should know which occupations require knowledge and skills related to the specific subject matter being taught.	5 SA	35 A	5 U	4 D	0 SD	1
27.	Even if a student is planning on college, he or she should possess some entry level skill in an occupation upon leaving high school.	8 SA	31 A	5 U	5 D	0 SD	1
28.	"Hands on" experiences are essential to a good career education program.	10 SA	32 A	5 U	1 D	0 SD	2
29.	Career exploration is best taught using the occupational cluster concept.	5 SA	12 A	22 U	8 D	1 SD	2

							Omit
30.	Career education should be included in the regular curriculum in an integrated manner.	15 SA	34 A	0 U	1 D	0 SD	
31.	Teachers at all levels should spend specific blocks of time telling their students about careers.	4 SA	9 A	10 U	21 D	5 SD	1
32.	Occupational role playing is one of the best ways for students to learn about careers.	12 SA	26 A	7 U	5 D	0 SD	
33.	The community is an excellent resource to use in a career education program.	30 SA	18 A	2 U	0 D	0 SD	
34.	Schools should seek the advice of local citizens in planning and evaluating career education programs.	19 SA	27 A	3 U	0 D	0 SD	1
35.	The interest of parents should be considered in developing the school curriculum.	14 SA	30 A	4 U	1 D	0 SD	1
36.	Industry and business must assume a high level of responsibility in assisting schools in providing for the educational and occupational training of youth.	19 SA	29 A	1 U	1 D	0 SD	
37.	Consideration should be given to the views of students in planning and evaluating career education programs.	16 SA	32 A	2 U	0 D	0 SD	
38.	Teachers should help students become aware of the many occupational options open to them.	21 SA	28 A	1 U	0 D	0 SD	
39.	Students should become aware of employment trends as part of their school program.	14 SA	34 A	2 U	0 D	0 SD	
40.	Students should be made aware of employer expectations as part of their school program.	17 SA	30 A	2 U	1 D	0 SD	
41.	Students should learn how to get, hold, and advance on a job as part of their school experience.	12 SA	32 A	2 U	3 D	1 SD	
42.	Public schools should provide job placement services for youth during their school years and when they exit school for employment.	7 SA	18 A	22 U	3 D	0 SD	

APPENDIX E

Appendix E

STUDENT EVALUATIONS

HOW MANY TIMES HAVE YOU USED CVIS?

School	Grade	Number	One	Two	Three	Four	Five or More
Jefferson	Nine	125	23%	12%	6%	4%	55%
	Ten	60	14%	5%	7%	3%	71%
	Eleven	69	39%	12%	3%	4%	42%
	Twelve	91	21%	5%	7%	6%	61%
Auburn	Nine	65	14%	10%	10%	5%	61%
	Ten	41	15%	5%	12%	10%	58%
	Eleven	37	32%	8%	5%	5%	50%
	Twelve	51	19%	15%	8%	10%	48%
East	Nine	68	21%	3%	10%	13%	53%
	Ten	75	UA	UA	UA	UA	UA
	Eleven	45	UA	UA	UA	UA	UA
	Twelve	71	25%	6%	6%	2%	61%
West	Nine	99	31%	20%	11%	12%	26%
	Ten	141	21%	14%	4%	8%	53%
	Eleven	135	24%	11%	7%	10%	48%
	Twelve	43	26%	12%	7%	2%	53%
Guilford	Nine	426	23%	12%	6%	7%	52%
	Ten	168	23%	6%	7%	5%	59%
	Eleven	143	27%	10%	9%	10%	44%
	Twelve	209	23%	8%	3%	4%	62%

UA=Unavailable

COULD YOU UNDERSTAND WHAT YOU READ?

School	Grade	Number	All of it	Most of it	Some of it	Little of it	None of it
Jefferson	Nine	125	43%	26%	11%	3%	17%
	Ten	60	57%	21%	2%	5%	15%
	Eleven	69	51%	8%	12%	3%	26%
	Twelve	91	32%	7%	1%	5%	55%
Auburn	Nine	65	62%	26%	2%	3%	7%
	Ten	41	73%	17%	5%	3%	2%
	Eleven	37	65%	16%	16%	0	3%
	Twelve	51	54%	8%	6%	6%	25%
East	Nine	68	50%	27%	8%	3%	12%
	Ten	75	UA	UA	UA	UA	UA
	Eleven	45	UA	UA	UA	UA	UA
	Twelve	71	63%	16%	0	0	21%
West	Nine	99	54%	24%	8%	3%	11%
	Ten	141	62%	28%	6%	2%	2%
	Eleven	135	64%	19%	3%	5%	9%
	Twelve	43	64%	10%	5%	0	21%
Guilford	Nine	426	61%	21%	5%	2%	11%
	Ten	168	60%	20%	5%	1%	14%
	Eleven	143	67%	17%	5%	2%	9%
	Twelve	209	54%	9%	4%	5%	28%

HOW MUCH INFORMATION DID CVIS HAVE THAT YOU WANTED?

School	Grade	Number	Much	Some	Little	Nothing
Jefferson	Nine	125	30%	34%	9%	27%
	Ten	60	39%	34%	9%	18%
	Eleven	69	34%	29%	6%	31%
	Twelve	91	24%	11%	3%	62%
Auburn	Nine	65	60%	19%	9%	12%
	Ten	41	35%	38%	16%	11%
	Eleven	37	47%	25%	14%	14%
	Twelve	51	33%	17%	21%	29%
East	Nine	68	33%	29%	14%	24%
	Ten	75	UA	UA	UA	UA
	Eleven	45	UA	UA	UA	UA
	Twelve	71	37%	24%	8%	31%
West	Nine	99	37%	30%	15%	18%
	Ten	141	47%	31%	11%	11%
	Eleven	135	49%	21%	13%	17%
	Twelve	43	45%	21%	10%	24%
Guilford	Nine	426	40%	26%	14%	20%
	Ten	168	33%	34%	12%	21%
	Eleven	143	38%	34%	10%	18%
	Twelve	209	32%	21%	11%	36%

UA=Unavailable

DID YOU FEEL THAT USING CVIS WAS . . .

School	Grade	Number	Very Interesting	Interesting	O.K.	Boring	Very Boring
Jefferson	Nine	125	30%	22%	23%	2%	23%
	Ten	60	25%	25%	13%	10%	27%
	Eleven	69	34%	8%	23%	5%	30%
	Twelve	91	16%	12%	8%	12%	52%
Auburn	Nine	65	64%	13%	13%	4%	6%
	Ten	41	39%	25%	31%	3%	2%
	Eleven	37	57%	14%	14%	6%	9%
	Twelve	51	38%	11%	23%	6%	22%
East	Nine	68	21%	29%	29%	7%	14%
	Ten	75	UA	UA	UA	UA	UA
	Eleven	45	UA	UA	UA	UA	UA
	Twelve	71	28%	18%	26%	3%	25%
West	Nine	99	39%	23%	19%	8%	11%
	Ten	141	46%	30%	15%	4%	5%
	Eleven	135	42%	27%	16%	8%	7%
	Twelve	43	54%	22%	5%	2%	17%
Guilford	Nine	426	33%	25%	21%	5%	16%
	Ten	168	27%	27%	24%	7%	15%
	Eleven	143	37%	25%	22%	6%	10%
	Twelve	209	34%	15%	17%	6%	28%

UA=Unavailable

WOULD YOU RECOMMEND CVIS TO A FRIEND?

School	Grade	Number	Very Strongly	Yes	Maybe	No	Definitely Not
Jefferson	Nine	125	29%	29%	10%	7%	25%
	Ten	60	29%	25%	13%	10%	23%
	Eleven	69	37%	19%	9%	5%	30%
	Twelve	91	13%	15%	3%	10%	59%
Auburn	Nine	65	45%	37%	9%	4%	5%
	Ten	41	25%	50%	22%	3%	0
	Eleven	37	41%	29%	9%	6%	15%
	Twelve	51	32%	21%	21%	7%	19%
East	Nine	68	19%	51%	9%	5%	16%
	Ten	75	UA	UA	UA	UA	UA
	Eleven	45	UA	UA	UA	UA	UA
	Twelve	71	31%	38%	8%	2%	21%
West	Nine	99	26%	37%	14%	14%	9%
	Ten	141	38%	45%	9%	5%	3%
	Eleven	135	33%	39%	13%	7%	8%
	Twelve	43	46%	29%	5%	0	20%
Guilford	Nine	426	28%	37%	16%	4%	15%
	Ten	168	20%	39%	21%	4%	16%
	Eleven	143	39%	36%	11%	4%	10%
	Twelve	209	30%	22%	17%	4%	27%

UA=Unavailable

HAS USING CVIS INCREASED YOUR NEED TO SEE A COUNSELOR?

School	Grade	Number	Very Definitely	Yes	Maybe	No	Definitely Not
Jefferson	Nine	125	17%	16%	15%	28%	24%
	Ten	60	UA	UA	UA	UA	UA
	Eleven	69	36%	11%	16%	13%	24%
	Twelve	91	14%	12%	7%	12%	55%
Auburn	Nine	65	29%	21%	15%	25%	10%
	Ten	41	19%	28%	8%	39%	6%
	Eleven	37	33%	18%	3%	33%	12%
	Twelve	51	19%	4%	17%	30%	30%
East	Nine	68	16%	17%	16%	28%	23%
	Ten	75	UA	UA	UA	UA	UA
	Eleven	45	UA	UA	UA	UA	UA
	Twelve	71	16%	28%	11%	20%	25%
West	Nine	99	26%	8%	19%	38%	9%
	Ten	141	23%	21%	13%	31%	12%
	Eleven	135	20%	11%	17%	43%	9%
	Twelve	43	15%	12%	8%	38%	27%
Guilford	Nine	426	21%	13%	21%	28%	17%
	Ten	168	13%	8%	24%	32%	23%
	Eleven	143	24%	13%	23%	26%	14%
	Twelve	209	26%	9%	15%	22%	28%

UA=Unavailable

HOW MANY NEW IDEAS ABOUT OCCUPATIONS AND/OR COLLEGES HAS CVIS GIVEN YOU?

School	Grade	Number	Many	Some	Few	None
Jefferson	Nine	125	30%	23%	11%	36%
	Ten	60	34%	26%	10%	30%
	Eleven	69	33%	20%	13%	33%
	Twelve	91	15%	12%	4%	69%
Auburn	Nine	65	40%	34%	8%	18%
	Ten	41	25%	28%	30%	17%
	Eleven	37	43%	24%	9%	24%
	Twelve	51	36%	8%	20%	36%
East	Nine	68	23%	39%	14%	24%
	Ten	75	UA	UA	UA	UA
	Eleven	45	UA	UA	UA	UA
	Twelve	71	27%	20%	17%	36%
West	Nine	99	35%	25%	11%	29%
	Ten	141	39%	31%	12%	18%
	Eleven	135	34%	32%	9%	25%
	Twelve	43	31%	31%	10%	28%
Guilford	Nine	426	33%	23%	16%	28%
	Ten	168	25%	22%	23%	30%
	Eleven	143	27%	35%	12%	26%
	Twelve	209	24%	19%	17%	40%

UA=Unavailable

HAS USING CVIS HELPED YOU MAKE A CHOICE ABOUT OCCUPATIONS AND/OR TRAINING?

School	Grade	Number	Very Definitely	Yes	Maybe	No	Definitely Not
Jefferson	Nine	125	24%	15%	13%	25%	23%
	Ten	60	27%	10%	19%	25%	19%
	Eleven	69	29%	11%	14%	24%	22%
	Twelve	91	17%	5%	8%	16%	54%
Auburn	Nine	65	33%	13%	15%	28%	11%
	Ten	41	14%	17%	22%	36%	11%
	Eleven	37	19%	19%	13%	39%	10%
	Twelve	51	20%	12%	20%	23%	25%
East	Nine	68	20%	22%	26%	19%	13%
	Ten	73	14%	20%	31%	23%	12%
	Eleven	45	28%	9%	16%	44%	3%
	Twelve	71	11%	13%	17%	31%	28%
West	Nine	99	26%	17%	22%	18%	17%
	Ten	141	32%	23%	20%	19%	6%
	Eleven	135	20%	19%	14%	34%	13%
	Twelve	43	10%	11%	16%	42%	21%
Guilford	Nine	426	23%	10%	19%	29%	19%
	Ten	168	14%	15%	23%	26%	22%
	Eleven	143	19%	17%	17%	35%	12%
	Twelve	209	22%	10%	11%	22%	35%

APPENDIX F

APPENDIX F

SURVEY OF PARENTS N = 55

1. Our student is: _____Male _____Female

2. Our student attends ____ school.

3. To what extent has your son or daughter discussed with you his or her use of Computerized Vocational Information System in exploring educational and career possibilities? (Please circle one response.)

23 A. Not at all.
14 B. It was mentioned, but only briefly.
13 C. There has been some discussion, but not much.
3 D. There has been quite a lot of talk about CVIS at different times.
1 E. We discuss it regularly.
1 **Omit**

4. Following are some of the activities which the CVIS program involves. How much has your daughter or son talked about these with you? (Please mark X in one of the columns for each activity.)

Omit			Not at all	Occasionally	Frequently
3	A.	Using CVIS computer terminals.	30	18	4
3	B.	Print-outs from CVIS computer.	33	18	1
5	C.	Individual conferences with counselors.	28	19	[illegible]
7	D.	Reading about occupations.	30	14	4
4	E.	Reading about schools to go to after high school.	22	18	11

5. Do you feel that you have become more involved in your child's educational or vocational planning since his or her participation in the CVIS program? (Please circle one response.)

20 A. Definitely have not.
19 B. Probably have not.
9 C. Probably have.
0 D. Definitely have.
7 **Omit**

6. Do you feel your daughter or son is better able to make decisions about her or his career as a result of participating in the CVIS program?

18 A. Definitely not.
13 B. Probably is not.
13 C. Probably is.
2 D. Definitely is.
9 **Omit**

HAS USING CVIS HELPED YOU CHANGE YOUR MIND ON OCCUPATIONS AND/OR TRAINING YOU MAY HAVE BEEN CONSIDERING?

School	Grade	Number	Very Definitely	Yes	Maybe	No	Definitely Not
Jefferson	Nine	125	24%	15%	13%	25%	23%
	Ten	60	27%	10%	19%	25%	19%
	Eleven	69	29%	11%	14%	24%	22%
	Twelve	91	17%	5%	8%	16%	54%
Auburn	Nine	65	33%	13%	15%	28%	11%
	Ten	41	14%	17%	22%	36%	11%
	Eleven	37	19%	19%	13%	39%	10%
	Twelve	51	20%	12%	20%	23%	25%
East	Nine	68	20%	22%	26%	19%	13%
	Ten	75	14%	20%	31%	23%	12%
	Eleven	45	28%	9%	16%	44%	3%
	Twelve	71	11%	13%	17%	31%	28%
West	Nine	99	26%	17%	22%	18%	17%
	Ten	141	32%	23%	20%	19%	6%
	Eleven	135	20%	19%	14%	34%	13%
	Twelve	43	10%	11%	16%	42%	21%
Guilford	Nine	426	23%	10%	19%	29%	19%
	Ten	168	14%	15%	23%	26%	22%
	Eleven	143	19%	17%	17%	35%	12%
	Twelve	209	22%	10%	11%	22%	35%

~~E-2~~

Should be placed in
Appendix E as E-9.

10. Which of the following has helped you become informed about CVIS? (Please check as many as are appropriate.)

0 T.V.
1 Radio
1 School Newsletter
0 City Newspaper
20 Your Child
7 School staff: (Teachers, counselors, administrators)
5 Friends
0 Other: (Please specify ______________________________).
20 Omit

11. What do you feel should be the future developments of CVIS? (Please circle one response.)

6 A. Should be continued only through money received from the federal or state governments.
3 B. Should be continued through our local school budget.
5 C. Should be continued and expanded through our local school budget.
3 D. Should be discontinued.
28 E. Uncertain.
9 Omit

12. How active have you as parents been in each of the following areas? (Please mark an X in one of the columns for each area.)

Omit		Not active at all	Not very active	Fairly active	Very active	Extremel active
6	A. Helping your son or daughter find summer employment that related to his or her career goal.	18	10	14	5	2
7	B. Meeting with a school guidance counselor to discuss your child's plans and situation.	24	9	12	3	0
5	C. Making sure that your child was meeting with the counselor.	10	9	21	8	2
6	D. Encouraging your child to talk with individuals employed in careers he or she is considering.	12	11	17	7	2
4	E. Obtaining books, pamphlets, or other information to assist your child to decide on future plans.	11	14	11	8	7
6	F. Obtaining private vocational testing and counseling for your child.	39	7	1	1	1

Thank you very much for your comments and now, please feel free to include any general comments or reactions you have concerning CVIS on the back of this sheet.

7. Following are some expected benefits of the CVIS program. How much help do you feel your son or daughter received in each of these areas? (Please mark an X in one of the columns for each area.)

Omit		No help at all	Hardly any help	Some, but not much help	A considerable amount of help	A great deal of help
9	A. Seeing connections between his or her high school experiences and future plans.	22	9	11	4	0
9	B. Getting useful facts about the world of work.	23	5	9	6	3
9	C. Seeing connections between his or her interests and possible occupations.	18	7	11	8	2
10	D. Seeing connections between his or her abilities and possible occupations.	20	4	14	5	2
10	E. Discovering new occupational possibilities he or she might look into.	21	6	9	6	3
10	F. Discovering new educational possibilities he or she might look into.	20	7	9	7	2
10	G. Making good decisions about what to do after high school.	22	5	10	7	1

8. What are your child's present plans after high school? (Please circle one response.)

4 A. Go to work (occupation: ____).
0 B. Attend vocational-technical school.
0 C. Enroll in an apprentice, trade training program.
0 D. Enter the Armed Forces.
41 E. Attend college.
5 F. Undecided.
0 G. Other (Please specify ____).
5 **Omit**

9. Which of the following do you feel is the primary influence on your child's career choice? (Please circle one response.)

15 A. Parents
2 B. Relatives
2 C. Peers or classmates
4 D. Teachers
0 E. Counselors
12 F. Not certain
11 G. Other (Please specify ____________________________________).
9 **Omit**

F-~~4~~ 2

APPENDIX G

APPENDIX G

Survey

Form E

Senior High School Counselors N = 32

01. Name: ______________________ 03. School: ______________________

02. Position: ______________________ 04. Sex: ____Male _____Female

05. Years of Experience: (A) ___________Teacher (B) ___________Counselor

06. What is your present degree of understanding of the intents and purposes of the following:

	High	Ave	Low	None	Omit
a. Career Education	13	17	1	1	
b. Comprehensive Career Planning System (CCPS Project)	2	0	7	10	3
c. CVIS	15	14	2	0	
d. Labelle Sentinel System	0	1	7	21	3
e. Project Able	0	4	8	17	3
f. Project Source	2	7	11	9	3

07. In the past two years, which of the following sources have informed/assisted you in the use of CVIS, Labelle Sentinel and/or the Comprehensive Career Planning Systems Project.

11 A. Newsletter

3 B. Newspaper

3 C. Radio/Television

20 D. Conference with Project Staff

0 E. Parents

9 F. Students

5 G. Other: (Please specify) ______________________

08. Please indicate in which of the following activities you have participated:

27 A. In-service session related to CVIS

0 B. In-service session related to Project Source

23 C. Directly assisted students in the use of CVIS
If yes, please specify nature of involvement ______________________

3 D. Directly involved in the use of Project Source
If yes, please specify nature of involvement ____________________

____

4 E. Assisted teachers in the use of CVIS and/or Project Source
If yes, please specify nature of involvement ____________________

____

3 F. Conferred with the Comprehensive Career Planning System (CCPS)
staff concerning project activities/problems.

09. How do you view the purposes of career education? ____________________

____

____

____

10. Please indicate, by circling, whether you agree (A), disagree (D), or are undecided (U) about the following statements. If you would like to comment further, feel free to do so.

Omit

A. Career Education is another name for vocational education.
10 18 3
A D U 1

Comment:

B. High school educational programs should be planned to help students prepare for career choices.
28 0 3
A D U 1

Comment:

C. Career education should be included in the regular high school curriculum in an integrated manner.
30 0 2
A D U

Comment:

Omit

24 0 7
A D U 1

D. The information gained by the students through CVIS is relevant (up-to-date) to their current situation.

Comment:

14 9 9
A D U

E. Via the use of CVIS, student-counselor contacts have increased.

Comment:

23 4 5
A D U

F. CVIS has stimulated students to explore occupations and has aided their career planning.

Comment:

19 7 5
A D U 1

G. CVIS has been used by a wide cross-section of our students.

Comment:

21 8 2
A D U 1

H. I view vocational, career guidance as a primary function of my role as a counselor.

Comment:

11.0 Are you aware of the purposes of the Comprehensive Career Planning System (CCPS) project which has been operating in the Rockford schools since the 1971-72 school year?

25 A No (Go on to Question #12.0)
6 B Yes (Continue next page)
1 Omit

11.1 What are the purposes of CCPS as you view them? ____________________

____

____

____

____

12.0 Have you received any feedback from students about their uses of the CVIS system?

1 A No (Go on to Question #13.0)

28 B Yes (Continue below)

3 Omit

12.1 What has been the nature of the student feedback? ____________________

____

____

____

____

13.0 Are you aware of the purposes of Project Source?

21 A No (Go on to Question #14.0)

8 B Yes (Continue below)

3 Omit

13.1 Please describe your concept of Project Source ____________________

____

____

____

____

13.2 What has been the nature of your involvement with Project Source?

____

____

____

____

13.3 What do you feel are the positive and negative aspects of Project Source? ____________________

14.0 What has been the effect upon you of having CVIS operating in your school? (For example: Has it saved you time? Do students come to you with more precise questions?)

15.0 What do you believe have been the effects on students of having CVIS operating in your school? ____________________

16.0 Has your role as a counselor been altered in any way as a result of the use of CVIS?

20 A No (Go on to Question #17.0)

8 B Yes (Continue below)

4 Omit

16.1 What has been the nature of the changes in your role? ____________________

17.0 What do you feel are the positive aspects of CVIS?

18.0 What do you feel are the negative aspects of CVIS?

19.0 Are you aware of the career planning activities at the elementary and middle school levels in the Rockford system? (e.g., Project Able and Project Source)

22 A No (Go on to Question #20.0)

7 B Yes (Continue below)

3 Omit

19.1 What is your perception of these activities?

20.0 Do you feel there is a need to coordinate career planning/education activities at the elementary, middle school and high school levels?

2 A No (Go on to Question #21.0)

27 B Yes (Continue next page)

3 Omit

20.1 What suggestions would you have for such coordination activities?

21.0 What problems related to the CVIS/CCPS program do you feel need to be resolved?

22.0 What suggestions/recommendations do you have for the improvement and/or modification of the CVIS/CCPS programs?

Please indicate in the space below any general reactions/comments you have regarding the CVIS/CCPS program.

Thanks for your cooperation.

APPENDIX H

APPENDIX H

INTERVIEW GUIDE

Form A

Elementary Principals

Person Interviewed	Interviewer
Name:	Name:
School:	Date:

1. Sex (A) _____Male (B) _______Female

2. Years of experience: (A) ______Teacher (B) ________Counselor
(C) ________Administrator

3. Is your school a pilot school for Project Able and Career Education in the District? Yes ______ No ______

4. Please indicate whether you have participated in the following activities:

Yes	No	
___	___	summer workshop for Project Able
___	___	in-service session for teachers relating to Project Able
___	___	in-service session for teachers relating to Career Education
___	___	conferences with chairman of career education sub-committee (Mr. Randy Larsen)
___	___	conference with staff relating to Project Able, Project Source and/or career education
___	___	selection of teachers for summer workshops relating to Project Able
___	___	acquisition of ProjecttAble and/or career education materials
___	___	observed classroom activities related to:: Project Able
___	___	Project Source
___	___	Career Education

I would like to get your general reactions to the following statements. Please tell me whether you agree (A), disagree (D) or are undecided (U) about the statement and if you would like to comment further, feel free to do so.

5. Career Education goals and objectives could be equated with the purposes of Project Able. A D U

Comment:

6. Career Education learning activities should be initiated at the elementary level. A D U

Comment:

7. Project Able and career education learning activities should be considered a separate curriculum rather than integrated into the regular curriculum. A D U

Comment:

8. Elementary students should develop an appreciation of all work that people perform. A D U

Comment:

9. The community is an excellent learning resource and should be used directly in our educational programs. A D U

Comment:

I would now like to ask you some open ended questions.

10.0 Are you aware of the intents and purposes of Project Able?

____ A No (Go on to Question #11.0)

____ B Yes (Continue below)

10.1 What has been the nature of your experience with Project Able?

10.2 What do you see as the positive effects of Project Able in your school in particular and the district as a whole?

10.3 What do you feel are the major problems related to Project Able which must be alleviated?

11.0 Are you aware of the intents and purposes of Project Source?

____ A No (Go on to Question #12.0)

____ B Yes (Continue below)

11.1 What has been the nature of your experience with Project Source?

11.2 What do you feel are the major problems related to Project Source which need to be alleviated?

12.0 In relation to Project Able, Project Source and career education efforts which have been exhibited in the Rockford system over the last three years, can you recall any specific changes in curriculum or the learning process as a result of such efforts?

____ A No (Go on to Question #13.0)

____ B Yes (Continue below)

12.1 What was the nature of such changes?

12.2 What have been the positive effects of such changes?

12.3 What have been the negative effects of such changes?

13.0 Are you aware that a sub-committee on Career Education has been established for the Rockford Public Schools?

____ A No (Go on to Question #14.0)

____ B Yes (Continue below)

13.1 What has been your experience with the sub-committee to date?

13.2 What is your concept of the intents and purposes of the sub-committee?

14.0 Are you aware of the activities being conducted at the middle school and senior high school levels related to the Comprehensive Career Planning System project which has been operative since the 1972-73 school year?

____ A No (Go on to Question #15.0)

____ B Yes (Continue below)

14.1 What is your concept of the middle school program?

14.2 What is your concept of the high school program?

14.3 Do you feel there is a need for coordination of the elementary, middle school and high school career planning programs?

____ A No (Go on to Question #15.0)

____ B Yes (Continue below)

14.3a How do you feel such coordination ought to be achieved?

15.0 In relation to Project Able, Project Source, and career education efforts in Rockford, do you have any suggestions, recommendations of ways the program might be improved?

____ A No (Go on to Question #16.0)

____ B Yes (Continue next page)

Suggestions:

16.0 Do you feel the parents are aware of the Project Able and Project Source activities?

____ A No

____ B Yes

16.1 Why or why not?

17.0 Based on your observations of the Project Able and Project Source programs, do you feel the programs should be continued and/or expanded?

____ A No

____ B Yes

17.1 Why or why not?

Do you have any general reactions at this time?

Thanks for your time and cooperation.

Interview Guide

Middle School Principals

Form B

Person Interviewed | **Interviewer**

Name: | Name:

School: | Date:

01. Sex (A) ____ Male (B) ____ Female

02. Years of Experience: (A) ______ Teacher (B) ______ Counselor
(C) ______ Administrator

03. Please indicate whether you have participated in the following activities:

____ 3.1 In-service/workshop for CVIS

____ 3.2 In-service/workshop for Labelle Sentinel System

____ 3.3 In-service/workshop for Project Source

____ 3.4 In-service for staff relating to CVIS/Labelle Sentinel System

____ 3.5 In-service for staff relating to Project Source

____ 3.6 In-service for staff relating to Career Education

____ 3.7 Conferences with staff relating to CVIS, Labelle Sentinel, Project Source. If yes, please specify: ______________________________

____

____ 3.8 Observed in operation:

____ CVIS

____ Labelle Sentinel System

____ Project Source

I would like to get your general reactions to the following statements. Please tell me whether you agree (A), disagree (D), or are undecided (U) with the following statements by circling the appropriate letter. If you would like to comment, feel free to do so.

04. Career education is synonymous with vocational education. A D U

Comment:

05. Career education learning activities should be considered a separate curriculum rather than integrated into the regular curriculum. A D U

Comment:

06. Middle school educational programs should be planned to help students prepare for career choices. A D U

Comment:

07. CVIS and Labelle Sentinel Systems are being used by a wide cross-section of our students. A D U

Comment:

08. CVIS and Labelle Sentinel Systems are useful aids to students' career planning. A D U

Comment:

Would you please indicate to me your level of understanding (high, average, low or none) of the following programs.

09. Level of understanding:	High	Ave.	Low	None
09.1 Career education	___	___	___	___
09.2 CVIS	___	___	___	___
09.3 Labelle Sentinel System	___	___	___	___

	High	Ave.	Low	None
09.4 Project Source	___	___	___	___
09.5 Project Able	___	___	___	___
09.6 Comprehensive Career Planning System Project	___	___	___	___

10.0 Are you aware of the specific intents of the Comprehensive Career Planning System Project which has been operating in the Rockford schools since the 1971-72 school year?

____ A No (Go on to Question #11.0)

____ B Yes (Continue below)

10.1 What do you feel are the intents of CCPS? ____________________

11.0 What has been the nature of your involvement with CVIS and the Labelle systems? ____________________

12.0 How do you feel the following groups tend to perceive CVIS and the Labelle systems:

12.1 Students: ____________________

12.2 Teachers: ____________________

12.3 Counselors: ____

____

____

____

____

12.4 Parents: ____

____

____

____

____

13.0 What is your concept of the purposes and intents of CVIS, Labelle system, and Project Source? ____

____

____

____

____

14.0 What do you feel are the major problems related to CVIS, Labelle Sentinel, and Project Source which need to be resolved?

14.1 ____

____

14.2 ____

____

14.3 ____

____

14.4 ____

____

15.0 In relation to CVIS, Labelle Sentinel System, and Project Source, can you recall any specific changes in curriculum or the learning process as a result of such programs?

____ A No (Go on to Question #16.0)

____ B Yes (Continue below)

15.1 What has been the nature of such changes? ______________________

____

____

____

____

15.2 What have been the positive effects of such changes? ______________

____

____

____

____

15.3 What have been the negative effects of such changes? ______________

____

____

____

____

16.0 Are you aware of the CCPS, career planning activities being conducted at the elementary and high school levels?

____ A No (Go on to Question #17.0)

____ B Yes (Continue below)

16.1 What is your concept of the elementary program? ______________

____

____

____

____

16.2 What is your concept of the high school program? ____________________

____

____

____

____

17.0 Do you feel there is a need for coordination of the elementary, middle school and high school CCPS programs?

____ A No (Go on to Question #18.0)

____ B Yes (Continue below)

17.1 How do you feel such coordination efforts might be achieved? ________

____

____

____

____

18.0 What do you feel have been the effects of CVIS and Labelle Sentinel System on the following:

18.1 Students: ________________________________

____

____

____

____

18.2 Teachers: ________________________________

____

____

____

____

18.3 Counselors: ______________________________

____

____

____

____

19.0 What recommendations/suggestions do you have for the improvement/modification of the CVIS, Labelle Sentinel and CCPS programs?

19.1 ______________________________

____

19.2 ______________________________

____

19.3 ______________________________

____

19.4 ______________________________

____

19.5 ______________________________

____

20.0 Based on your observations of the CVIS, Labelle Sentinel and CCPS, do you feel the programs should be continued and/or expanded? Why or why not?

____

____

____

____

Do you have any general reactions, comments at this time? ______________________________

____

____

____

____

Thank you.

Form D

Interview Guide

High School Principals

Person Interviewed	Interviewer
Name:	Name:
School:	Date:

01. Sex (A) _______ Male (B) _______ Female

02. Years of Experience: (A) _______ Teacher (B) _______ Counselor (C) _______ Administrator

03. Please indicate whether you have participated in the following activities:

____ 3.1 In-service/workshop for CVIS

____ 3.2 In-service/workshop for Project Source

____ 3.3 In-service for staff relating to CVIS

____ 3.4 In-service for staff relating to Project Source

____ 3.5 In-service for staff relating to Career Education

____ 3.6 Conferences with staff relating to CVIS or Project Source
If yes, please specify: ______________________________

____

3.7 Observed in operation:

____ CVIS

____ Labelle Sentinel System

____ Project Source

I would like to get your general reactions to the following statements. Please indicate whether you agree (A), disagree (D) or are undecided (U) with the following statements. If you would like to comment, feel free to do so.

04. Career education is synonymous with vocational education. A D U

Comment:

05. Career education learning activities should be considered a separate curriculum rather than integrated into the regular curriculum. A D U

Comment:

06. High school educational programs should be planned to help students prepare for career choices. A D U

Comment:

07. CVIS is a useful aid to student career planning. A D U

Comment:

08. CVIS is being used by a wide cross-section of our students. A D U

Comment:

Would you please indicate to me your level of understanding (high, average, low or none) of the following programs.

09. Level of understanding:	High	Ave.	Low	None
9.1 Career Education	___	___	___	___
9.2 CVIS	___	___	___	___
9.3 Project Source	___	___	___	___
9.4 Project Able	___	___	___	___
9.5 Comprehensive Career Planning System Project (CCPS)	___	___	___	___

10.0 Are you aware of the specific intents of the Comprehensive Career Planning System Project which has been operating in the Rockford schools since the 1971-72 school year?

___ A No (Go on to Question #11.0)

___ B Yes (Continue below)

10.1 What do you feel are the intents of CCPS? ______________________

____

____

____

____

11.0 What has been the nature of your involvement with the CVIS program?

____

____

____

____

12.0 How do you feel the following groups tend to perceive the CVIS program?

12.1 Students: ____

____

____

____

____

12.2 Teachers: ____

____

____

____

____

12.3 Counselors: ____

____

____

____

____

12.4 Parents: ______________________________

13.0 What is your concept of the intents and purposes of the CVIS system?

14.0 What do you feel are the major problems related to CVIS and Project Source which need to be resolved?

14.1 ______________________________

14.2 ______________________________

14.3 ______________________________

14.4 ______________________________

15.0 In relation to CVIS, Project Source and/or the CCPS project, can you recall any specific changes in curriculum or the learning process as a result of such programs?

____ A No (Go on to Question #16.0)

____ B Yes (Continue below)

15.1 What has been the nature of such changes? ______________________________

15.2 What have been the positive effects of such changes? ____________

____

____

____

____

15.3 What have been the negative effects of such changes? ____________

____

____

____

____

16.0 Are you aware of the CCPS, career planning activities being conducted at the elementary and middle school levels?

____ A No (Go on to Question #17.0)

____ B Yes (Continue below)

16.1 What is your concept of the elementary program? ______________

____

____

____

____

16.2 What is your concept of the middle school program? ____________

____

____

____

____

17.0 Do you feel there is a need for coordination of the elementary, middle school, and high school CCPS programs?

____ A No (Go on to Question #18.0)

____ B Yes (Continue below)

17.1 How do you feel such coordination efforts might be achieved?

18.0 What do you feel have been the effects of CVIS on the following:

18.1 Students:

18.2 Teachers:

18.3 Counselors:

19.0 What recommendations/suggestions do you have for the improvement/modification of the CVIS program?

19.1

19.2

19.3 ____

____

19.4 ____

____

19.5 ____

____

20.0 Based on your observations of the CVIS and CCPS programs, do you feel the programs should be continued and/or expanded? Why or why not?

____

____

____

____

Do you have any general reactions, comments at this time?

____

____

____

____

____

Thank you for your cooperation.

APPENDIX I

APPENDIX I

Form G

Interview Guide

Central Administration

Person Interviewed	Interviewer
Name:	Name:
School:	Date:

1.0 Sex (A) ____ Male (B) ____ Female

2.0 Educational Role: ______________________________

3.0 Number of years in present role: ______________________________

4.0 Please indicate your present level of understanding (high, average, low, none) of the following:

	High	Ave.	Low	None
4.1 Career Education	___	___	___	___
4.2 Project Able	___	___	___	___
4.3 Project Source	___	___	___	___
4.4 CVIS	___	___	___	___
4.5 Labelle Sentinel System	___	___	___	___
4.6 Comprehensive Career Planning System Project	___	___	___	___

5.0 Please indicate which of the following have informed you about the programs I previously mentioned. (e.g., CVIS, Project Able, etc.)

5.1 ____ Newsletter
5.2 ____ Radio
5.3 ____ T.V.
5.4 ____ Project staff
5.5 ____ Teachers
5.6 ____ Counselors
5.7 ____ Other: (please specify: ______________________________)

6.0 The following are components of the Comprehensive Career Planning System project, Project Able, Project Source, CVIS, and the Labelle Sentinel System. I would like to know your reactions to Project Able. Are you aware of Project Able's intents and purposes?

____ A No (Go on to Question #7.0)

____ B Yes (Continue next page)

6.1 What is your concept of Project Able? ______________________________

6.2 What do you feel are its positive aspects? ______________________________

6.3 What do you feel are its negative aspects? ______________________________

6.4 What problems do you feel need to be resolved? ______________________________

6.5 What changes/effects do you feel it has had on the elementary curriculum, teachers, and/or students? ______________________________

7.0 Are you aware of the purposes of Project Source?

____ A No (Go on to Question #8.0)

____ B Yes (Continue below)

7.1 What is your concept of Project Source? ____________________

____

____

____

____

7.2 What do you think are its positive aspects? ____________________

____

____

____

____

7.3 What do you feel are its negative aspects? ____________________

____

____

____

____

7.4 What problems do you feel need to be resolved? ____________________

____

____

____

____

8.0 Are you aware of the intents and purposes of CVIS and the Labelle Sentinel Systems operating in the Rockford schools?

____ A No (Go on to Question #9.0)

____ B. Yes (Continue below)

8.1 What is your concept of CVIS and Labelle Sentinel Systems? ____________

8.2 What do you feel are the positive aspects of the programs? ____________

8.3 What do you feel are the negative aspects of the systems? ____________

8.4 What problems do you feel need to be resolved? ____________

8.5 What do you feel have been the effects of the systems on students, teachers, and counselors? ____________

9.0 As a result of the CCPS, which has been operating in the Rockford schools since the 1971-72 school year, what do you feel have been the major changes in curriculum in particular and the school system in general as a result of the project?

9.1 ____________________

____

9.2 ____________________

____

9.3 ____________________

____

9.4 ____________________

____

9.5 ____________________

____

10.0 To successfully broaden the impact of the CCPS project and career planning, education thrusts in general, what future changes do you feel need to be achieved in the Rockford system?

10.1 ____________________

____

10.2 ____________________

____

10.3 ____________________

____

10.4 ____________________

____

10.5 ____________________

____

11.0 To achieve the changes you have noted, what tasks do you feel will be needed to be implemented? ____________________

11.1 ____________________

____

11.2 ____

____

11.3 ____

____

11.4 ____

____

11.5 ____

____

12.0 Do you feel the activities and accomplishments of the CCPS project have been adequately communicated to parents in particular and the community in general?

____ Yes ____ No

12.1 Why or why not? ____

____

____

____

____

13.0 Do you feel the CCPS program should be continued and/or expanded in the future?

____ A No Why? ____

____

____

____

____

____ B Yes Federal funds only: ____

____

____

____

____

Local funds: ____

____

____

____

____

Do you have any general comments, reactions to CCPS at this time? ____________

____

____

____

____

____

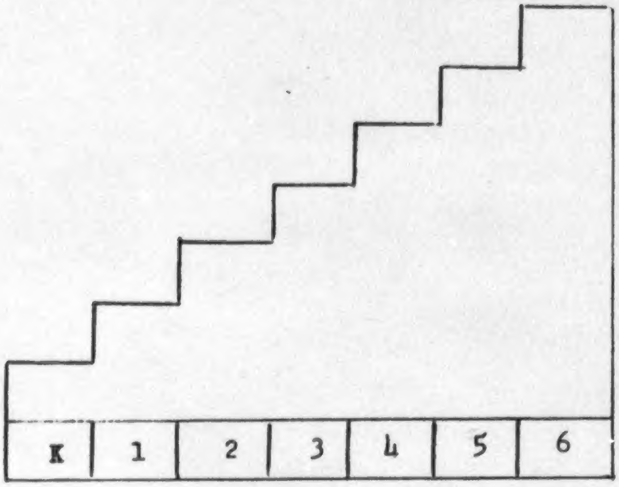
Thank you for your cooperation.

APPENDIX J

THE MAIN THEME OF CAREER EDUCATION IN THE ROCKFORD ELEMENTARY SCHOOLS IS

● AWARENESS

- DECISION MAKING
- SUMMARIZING
- ORGANIZING
- PLANNING
- INTERVIEWING
- FOLLOWING DIRECTIONS
- LISTENING



This Chart Illustrates the SUGGESTED SEQUENCE of CONCEPTS

While listening skills are introduced at kindergarten, it is assumed that these skills will be pursued at all levels. This is also true for all the concepts. The chart merely shows the grade level where the MAJOR EMPHASIS is placed.

ELEMENTARY CAREER EDUCATION: AWARENESS
GRADE: KINDERGARTEN
CONCEPT: LISTENING

GOALS	PERFORMANCE GUIDELINES
The student will be able...	Each student will...
1. To sit and listen without disturbing others.	A. Sit for 10-15 minutes 50% of the time during career education experiences. B. Answer orally one question 50% of the time related to the career education experience.
2. To greet adult visitors	A. Approach an adult visitor at the door once during the year. B. Help direct the visitor to a designated area for the career education experience once during the year.
3. To ask one question of the adult about his occupation	A. Ask one question prepared by the group, of an adult visitor once during the year.
4. To compose, within a group, letters and experience stories in relation to the visitor's occupation.	A. Contribute one idea to the writing of letters or experience stories related to the career education experience once during the year.

ELEMENTARY CAREER EDUCATION: AWARENESS
GRADE: FIRST
CONCEPT: FOLLOWING DIRECTIONS

GOALS	PERFORMANCE GUILDELINES
The student will be able...	Each student will...
1. To complete the writing of experience stories and thank you notes.	A. Contribute one or more statements to the writing of group experience stories following A.C.E. experience
	B. Contribute a statement or an appropriate work of art to each thank you note following a career education experience.
2. To use the equipment (camera, tape recorder, etc.)	A. Operate a tape recorder independently by the end of the year.
	B. Operate a camera independently by the end of the year.
3. To ask questions of an adult visitor which were prepared by the group.	A. Contribute a question to a group list prepared prior to the career education experience three times during the year.
	B. Ask one question prepared by the group of an adult visitor during 50% of the career education experiences.

ELEMENTARY CAREER EDUCATION: AWARENESS
GRADE: SECOND
CONCEPT: INTERVIEWING

GOALS	PERFORMANCE GUIDELINES
The student will be able...	Each student will...
1. To develop and ask purposeful questions which will reveal varied aspects of the adult's occupation	A. Develop and write his own question(s) about the adult's occupation for each interview. B. Ask his own prepared question(s) of the adult during 50% of the interviews.
2. To ask one spontaneous question of the adult pertaining to the adult's occupation.	A. Ask one spontaneous question of adult visitors two or more times during the career education experiences.
3. To ask questions of the adult rather than relate personal experiences.	A. Share any personal comments pertaining to career education experiences at a time other than during the interview.
4. To record on paper the information obtained from the interview.	A. Write two or more ideas about what he learned from each career education interview.

ELEMENTARY CAREER EDUCATION: AWARENESS

GRADE: THIRD

CONCEPT: PLANNING

GOALS	PERFORMANCE GUIDELINES
The student will be able...	Each student will...
1. To hear the ideas of others in group interaction.	A. Orally restate or summarize one or more comments made during each group interaction 50% of the time.
2. To contribute ideas to the group when planning activities.	A. Contribute one or more ideas during the year to a group planned career education activity.
3. To select activities from the list presented by the group.	A. Select one or more activities from the list presented at each planning session and state reasons for his choice.

ELEMENTARY CAREER EDUCATION: AWARENESS

GRADE: FOURTH

CONCEPT: ORGANIZING-DEVELOPMENT

GOALS	PERFORMANCE GUIDELINES
The student will be able...	The student will...
1. To decide which tasks and preparations are necessary	A. Suggest one resource person or field trip related to the career educatiion unit 50% of the time.
	B. With teacher guidance, write a letter or make a phone call to arrange for a field trip or resource person once during the year.
2. To decide and gather materials which are necessary.	A. Compile a list of three or more available resources from the library and/or learning center for each career education unit.
3. To implement the planned activity	A. Complete one activity for each career education unit, such as a class presentation, art project, booklet, play, etc.

ELEMENTARY CAREER EDUCATION: AWARENESS

GRADE: FIFTH

CONCEPT: SUMMARIZING

GOALS	PERFORMANCE GUIDELINES
The student will be able...	The student will...
1. To make observations from a planned activity.	A. List five or more observations made during each planned activity.
	B. Make one or more inferences from his list of observations for each planned activity.
2. To recognize and use appropriate reference materials.	A. Locate four or more reference sources for each unit. (books, maps, filmstrips, models, tapes, etc.)
	B. Find five or more facts from the reference sources for each unit.
3. To write down information relevant to the activity	A..Take the five or more facts and observations and write a simple outline for each activity in the unit.
4. To compile and summarize the information obtained	A. Use the outline and observations to write one or more paragraphs for each unit.

ELEMENTARY CAREER EDUCATION: AWARENESS

GRADE: SIXTH

CONCEPT: DECISION MAKING

GOALS	PERFORMANCE GUIDELINES
The student will be able...	The student will...
1. To choose an interest area.	A. State in writing a career area to work on independently.
2. To ask relevant questions for which they find answers to their questions.	B. Write 10 or more pertinent questions on the career area chosen.
3. Decide on the processes by which they find answers to their questions.	A. Locate and take notes from appropriate reference materials, contact resource persons, or plan activities to find answers to questions asked for each career area chosen.
4. Organize the information he has acquired.	A. Summarize facts and obervations by making a detailed outline for the career interest area.
5. Share his information.	A. Present organized information about the career area. (booklet, speech, play, display, model, etc.)
6. Evaluate his accomplishments	A. Write a statement explaining what he learned.
	B. List two activities which were most beneficial to his findings in the career interest area.

APPENDIX K

SAMPLE OF THE OCCUPATIONAL CVIS SCRIPT

```
                    WELCOME TO

          ***** COMPUTERIZED VOCATIONAL

                        INFORMATION SYSTEM *****

C C C C C   V             V   I I I I I I I   S S S S S S
C            V           V          I         S
C             V         V           I         S
C              V       V            I         S S S S S S
C               V     V             I                   S
C                V   V              I                   S
C                 V V               I                   S
C C C C C          V          I I I I I I I   S S S S S S


               TO GO ON, PRESS ' ENTER'
```

****

My name is CVIS. (That's short for Computerized Vocational Information System.) I can provide you with the opportunity to explore many different types of vocational decisions ranging from job information to training opportunities after high school.

****

Before we start, how would you like to pay a game of tic-tac-toe, just to get acquainted? Please type YES or NO. Then press the 'ENTER' key.

****

In the next frame I'll give you a list of the topics I have now.

Please come back whenever you can because the list will be constantly changing.

Press 'ENTER'

****

Here is the list of programs I have:

1. Occupational Information
2. Apprentice Programs
3. Military Information
4. Local job Information
5. Rockford Area Vocational Center
6. Cooperative Education Programs
7. List continued on the next frame

Type Number of your choice, then press 'ENTER'

****

List continued....

1. Rock Valley College
2. Trade and Technical Schools
3. College Selection
4. College Information
5. College Teaching Scripts
6. How to Study
7. Show me the first list again

Type number of your choice, then press 'ENTER'

****

Welcome to exploration of occupations. In this program, you will have an opportunity to investigate jobs based on your interests and educational plans. As your interests and goals change, so will the job possibilities. Browse as often as you wish .... And Happy Hunting ....

****

I have memorized lists of occupations by education levels and interest areas. If you tell me what these areas are for you I'll tell you what jobs fit your choices.

Just follow my directions and I'll give you some job possibilities to consider. In fact, I'll give you a printed copy of this information. Think about it, then see your counselor.

Now, press 'ENTER'

****

In the next frame, I am going to ask you to select the amount of education or job training you are planning immediately after high school.

****

Type the number of your choice:

1. No further education after high school.
2. Some training on the job (2-6 mos.).
3. Trade school or apprenticeship.
4. Junior college (2 years) or technical school (6-18 months).
5. Four years of college.
6. Advanced degrees after college (Ph.D. or M.D.).

****

Work can be fun if it is interesting to you. The occupations in my memory are divided into 8 broad areas of interest. I'm going to give you a brief description of each area, then I'll give you the whole list again and ask you to choose one interest area which you wish to explore today.

****

::::SERVICE::::

People in these occupations help other people or serve their personal needs.

Examples are: Beauty operator
Policeman
Social Worker
Counselor
Psychologist

****

BUSINESS CONTACT

People in these jobs sell products or services by face-to-face contact with other people.

Examples are: Real estate salesmen
Buyers
Sales clerks
Travel agents

****

---ORGANIZATION---

These are the "white collar" jobs in business, industry, and government. They are typically "desk jobs" which are necessary for the smooth running of business and government activities.

Examples: Hotel managers
Stenographers
Typists
Accountants

****

===TECHNOLOGY===

These are the jobs concerned with making, maintaining, and transporting goods and utilities. These jobs include those who put scientific theory into action and like to work with things.

Examples: Pilot
Plumbers
Dental technicians
Computer programmer
Electricians
Truck driver

****

+++OUTDOOR+++

People in these occupations are concerned with conserving, developing, or beautifying our natural resources.

Examples: Forest rangers
Surveyors
Landscape architects
Farmers
Soil conservationists

****

!!!SCIENCE!!!

Some people in these occupations do scientific research and develop new theories. Others make practical application of scientific principles, such as those in health careers.

Examples: Chemists
Opticians
Biologists
Oceanographer
Dental hygienist

****

###GENERAL CULTURAL###

People in these occupations are responsible for communicating the ideas and values of our society to others. The subject matter includes what is called the "Humanitites".

Examples: Teachers
Ministers
Library aide
Lawyers
Journalists
Radio announcer

****

///ARTS AND ENTERTAINMENT///

These occupations include those who use special skills in the creative arts and the field of entertainment.

Examples: Actors
Architects
Musicians
Photographers
Interior decorators

****

Type in the number of your choice:

1. Service
2. Business Contact
3. Organization
4. Technology
5. Outdoor
6. Science
7. General Cultural
8. Arts & Entertainment

****

In the next frame, I am going to give you a list of occupations, based on the choices you just made.

506	Agronomist
600	Anatomist
630	Biologist
607	Cartographer
608	Chemist
643	Entogologist
120	County Agricultural Agent
641	Dentist
642	Dietitian

****

I'll tell you more about any or all of the occupation on this list, or, if you don't see any jobs that you are interested in, you can get a new list by changing your choice of interest area and/or the amount of education required beyond high school.

****

Your wish is my command:

1. Give me a brief description of some occupations on this list.
2. Give me additional occupations in this category.
3. Let me change my choices of educational plans and/or interest area.
4. Let me sign off.

Type the number of your choice.

****

611	Geographer
613	Geophysicist
124	Home County Demonstration Agent
646	Home economist
647	Horticulturist
512	Hydrologist
648	Mathematician
017	Medical Laboratory Technician
649	Medical Record Librarian

****

I'll tell you more about any or all of the occupations on this list, or, if you don't see any jobs that you are interested in, you can get a new list by changing your choice of interest area and/or the amount of education required beyond high school.

****

Your wish is my command:

1. Give me a brief description of some occupations on this list.
2. Give me additional occupations in this category.

3. Let me change my choices of educational plans and/or interest area.

4. Let me sign off.

Type the number of your choice.

****

Type the code number of the occupation.

611 (Student receives 50-word definition of the occupation.)

****

What would you like to do now?

1. Get additional information about this occupation.
2. Get a brief description of other occupations on my list.
3. Get additional occupations in this category.
4. Change my educational and/or interest area and get a new list of occupations.
5. Sign off.

****

1 (Student receives 300-word print out from the typewriter about his chosen occupation.)

****

Your wish is my command:

1. Give me a brief description of some other occupations.
2. Give me additional occupations in this category.
3. Let me change my choices of educational plans and/or interest area and get a new list of occupations.
4. Let me sign off.

****

I've enjoyed chatting with you about occupations. Would you like to go through any other scripts today? (YES-NO)

****

SAMPLE CVIS JOB DEFINITION AND OCCUPATIONAL BRIEF

PROFESSOR, UNIVERSITY AND COLLEGE: The college or university professor instructs students in specific subjects, gives oral lectures, and gives and grades exams. He may also do research, write for publication, aid in administration, or act as consultant to educational or scientific organizations.

PROFESSOR, UNIVERSITY AND COLLEGE

ACTIVITIES: The main function of the college and university professor is classroom teaching, which involves 12 to 15 hours weekly, with about two hours of preparation for every class hour. He may use many methods of instruction. In advising students, he informs them of requirements, schedules, and examimations, individually, and helps them with thesis or dissertations. Aside from publishing the findings of research in scholarly journals, teachers often write books. Extension courses, correspondence and junior college instruction are other areas of work.

REQUIREMENTS: At least the Master's degree is required to teach in a college or university, but graduate work beyond this point is desirable, and the doctoral degree is required to advance in rank. The high school student interested in college teaching should enroll in a college preparatory course. The college teacher must have above-average intelligence, must enjoy studying and prepare to spend his life learning about his field. He must enjoy working with students and be articulate in speaking and writing.

WORKING CONDITIONS: These are usually pleasant. Long academic vacations leave ample time for independent work.

EARNINGS: Average salary per academic year in the mid-1970's was $10,600 for Instructors, $12,000 for Assistant Professors, $14,300 for Associate Professors, and up to $20,000 for Full Professors.

OUTLOOK: Instructors may advance through the ranks to department head. A very few become college Presidents. The employment outlook is good. For FURTHER INFORMATION, SEE OCCUPATIONAL OUTLOOK HANDBOOK, p. _____. and ENCYCLOPEDIA OF CAREERS, p. _____.